

# THE SCHOOL JOURNAL.

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(NEW YORK.)

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Entered at the New York Post Office for transmission through the mails as SECOND CLASS MATTER.

Established 1870.

## The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

E. L. KELLOGG & CO., Educational Publishers.  
21 PARK PLACE, NEW YORK

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### CONTENTS OF THIS NUMBER.

EDITORIAL.....	Page 83	EDUCATIONAL NOTES.	
Our City Schools.....	83	New York City.....	83
National Educational Association.....	84	Elsewhere.....	83
His Ways.....	84	LETTERS.....	80
Science and Art of Education.....	84	ED. MISCELLANY.	
As to Mental Arithmetic.....	85	Iowa Township System.....	80
THE SCHOOL-ROOM.		New York City.....	80
Lessons in Notation.....	85	FOR THE SCHOLARS.	
Self-Government.....	86	New Year's Day in China.....	81
The Sweet Valley, [music].....	86	Tommy Glazebrook as a Lens.....	81
Lessons in Arithmetic.....	86	Coats of Arms.....	81
The Geography Class.....	86	Visit to a State Prison.....	81
The Story of a King.....	87	The Way to Success.....	81
The Writing Club.....	87	BOOK DEPT.	
Things to Tell the Scholars.....	87	New Books.....	82
Noteworthy Events.....	87		

New York, February 10, 1883.

## Scholar's Companion

FOR FEBRUARY

has an unusual number of interesting articles, suitable for supplementary reading in schools. They are upon such subjects as "The Order of the Garter," "The Puma or American Lion," "The New Jersey State Prison," "The Sea Serpent," "Gloves," "Orchards," "The Late Gustave Dore," "Henry Clay," "Joseph Henry," "The Piano forte," "New Year's Day in China," "Coats of Arms," "St. Valentine's Day," and many more. The stories of this number are "The Great Secret," by E. Davenport. "Stories About Girls. No. II," by Amy B. King, and "Shep," by Harold Stanton, all illustrated; and "Tommy Glazebrook as a Lens," by Rev. E. A. Rand. Hazel Shepard has some original verses upon "My Choice," the standard of which many of the boys and girls will be happy to aspire to. "Real Education," is a good laughable dialogue, which will be found neither hard to learn or difficult to produce. The School-Icom this month shows the work of many bright scholars, as do also the Writing Club and Letter Box.

An accident at our press-room in printing the TEACHERS' INSTITUTE, has delayed the issue of the JOURNAL till Monday instead of Saturday, which we greatly regret.

SUPT. CALVIN PATTERSON of Brooklyn, is a graduate of the N. Y. State Normal School at Albany, and his views regarding the mode of teaching to be adopted in normal schools are worthy of attention. He says: "These schools should be strictly professional, reviewing only the elementary studies, and doing this for the purpose of exhibiting improved methods of instruction." "The students in the school, after discussing with able instructors the principles and approved methods of teaching, should be placed in charge of classes and required to teach them, applying principles and testing the methods in which they had been primarily instructed."

This journal has been dedicated to the development of the Science and Art of Education, and no careful reader but can see that an earnest effort has been made to diffuse all the light obtainable. It is evident that there is a party growing larger day by day, which intends to wipe out the disgrace of placing a hundred thousand inexperienced teachers over the destinies of three million children each year in this republic! This journal believes it is our bounden duty to emerge from this barbaric stage. There was once no other way. Every school-house was a sort of forge where the rough corners were smoothed off the young man, and he fitted for life by the process. "It is fun for you," cried the frogs, "but death for us," when the boys pelted them with stones. While the untaught teacher is benefitted, the untaught boys and girls are losing precious opportunities. Let us advance.

### OUR CITY SCHOOLS.

#### THE LEGISLATURE INVOKED.

The past few days in this city have been crowded with events that will not easily be forgotten. The Board of Estimate refused to give the amount the Board of Education needed to pay the salaries of the teachers and other employees connected with the schools. The Board of Education then proceeded to discharge the teachers of music, French, German and drawing, and those of the colored schools, and also to cut off two per cent. of the entire salary list (upts. excepted).

In doing this the Board of Education acted under a necessity; they did not feel that they were paying a single employee too much; they had fixed these salaries after a most careful consideration. This the teachers and public understood. The act of the Board of Education occasioned universal comment, and it was universally disapproved. It was felt that the power of the Legislature should be invoked. At the last meeting of the Board of Education it rescinded its previous action, and determined to go to the Legislature for relief. This action will

be approved of by the parents of the pupils, who wish no diminution of the efficiency of the schools.

There is a principle at stake here, and it is this: The salaries have been fixed by the Board of Education, acting in a capacity derived from the Legislature, and they cannot be reduced except in a just and legal manner. If two per cent. can be cut off, ten, twenty or thirty per cent. may also be cut off. We approve of the decided stand taken by the teachers; it is a disgrace to the nineteenth century if they can be notified at any time "your salary has been reduced." The law that governs contracts prevails; the school year begins really in September; every teacher has been promised in equity a fixed salary from September 1882, to September 1883, liable to no deductions and no discharge except for misconduct. We grant this power has been claimed, and the teachers have submitted, but we trust the end has been reached in this city. If the teachers resist here, teachers elsewhere will be encouraged to stand for their rights.

The cause of the deficiency that led to the reduction of teachers' salaries, and the discharge of special teachers, and the closing of the colored schools—is Comptroller Campbell. This man is a fair sample of the men who, all over this country, dictate the wages that shall be paid to teachers. In the country district a man offers to teach the school for \$25 a month; a stout farmer is one of the trustees; he compares the applicant with the man "who does chores" for him, and says "\$20 is enough, you don't have to work hard." Of course this plan saves a few dollars, but it prevents good teaching; if good teaching exists it destroys it. Men possessing special abilities for teaching enter the schools; some miserly trustee cuts down their wages and they seek other employment.

#### CHEAPER SCHOOLS NOT WANTED.

Comptroller Campbell may be assured of one thing—the people of this city want good schools and expect to pay for them; no considerable number of the tax-payers desire that less money be paid for the schools; no one of the 250,000 parents sending their children to the schools, desire that less money be expended on them. Mr. Campbell is reducing in the wrong place.

#### TEACHING NOT OVER PAID.

The price of teaching here in New York City cannot be compared with that in any other city, Brooklyn for example. New York sets the price for Brooklyn, and not Brooklyn for us. This city need not be ashamed if it pays more than Philadelphia; it is notorious and shameful how poorly the teachers are paid there. It is well known to those who are acquainted with the schools, that more money is needed; by a mere custom the primary teachers have twice as many children as they should have, and are paid less than the advanced teachers; both of these practices wrong the pupil.

Be sure to read carefully our new Premium List sent to every subscriber with this number.



## NATIONAL EDUCATIONAL ASSOCIATION.

## DEPARTMENT OF SUPERINTENDENCE.

Annual meeting at Washington, D. C., commencing Wednesday February 21, 1883 at 10 A. M.

*Natural History in Public Schools.*—Its utility and practicability as illustrated by the method adopted in New York City, by Prof. Albert A. Bickmore, of Am. Museum of Natural History, Central Park, New York.

*Educational Lessons of the Census.*—By Prof. Wm. T. Harris, LL. D., of Concord, Mass.

*National Aid to Education.*—By Rev. Atticus G. Haygood, D.D., President of Emory College, Oxford, Ga., and Regent of the Slater Fund. To be followed by other speakers on "School Supervision," "Specific Aims," "Methods Employed," etc.

It is desired that each superintendent shall present a definite, brief statement as to what is made the leading aim in his supervision, with a very concise description of the most successful methods employed, the kind of supervision to be designated as state or general, city or graded schools, country or ungraded schools.

In order that there may be such unity in points considered as will allow an arrangement of the statements into topics, it is suggested that attention be given to the following:

- (a) Mode of licensing teachers.
- (b) Plan for determining the character of teachers' work.
- (c) How and by whom the fitness of pupils for promotion is determined.
- (d) Frequency of promotions from grade to grade, or school to school.
- (e) The chief means used for securing school attendance.
- (f) The practical results of compulsory education.
- (g) Length of school term each year.
- (h) Chief obstacles to practical results in the schools.

*Industrial Education—Its Practical Relations to Common Schools.*—Statements will be given as to what has been accomplished in Boston, Philadelphia and other places. Ample time will be given for discussion.

Members will be entertained at the Ebbitt House, Washington, at reduced rates, as usual.

Special information relative to local arrangements may be obtained by addressing J. Orrond Wilson, Superintendent of schools, Washington, D. C.

N. A. CALKINS, President—Dept. Supt.  
HENRY S. JONES, Secretary.

For the SCHOOL JOURNAL.

## HIS WAY.

BY PROF. M. M. MERRELL, New York.

He taught successfully. His way was a taking way. Having qualities in common with other manners of teaching, his way was still peculiar to him. It was simple, yet impressive, winsome and stimulating. He had not cribbed it from books nor copied it from other teachers. He did not practice his manner privately before a mirror; yet books, teachers, observation and meditation had wrought in him power and skill to control eye, tongue, hand—nay, thought and emotion in the presence of his pupils, and for their good. It was *his* way, and not another's. It had on it the stamp of his individuality. It was original, which is not saying that it was necessarily wholly unlike another's way. Contributions to his power from nature or man, or from whatever source, he mentally digested, assimilated and set on them his mark. And yet, while he was no mere imitator, his manner was like, though strangely unlike that of most other teachers.

It is a rare power—that of the painter—which catches the shadowy evanescent play of one's individuality in one's face and fixes it on canvas in a breathing, speaking portrait. It were a rarer power that could give in words the portraiture of our teacher's individuality, so inseparable is it from his presence. But we may note a few of the more common and suggestive of his methods, though they lose their spirit in the letter which killeth.

First. He made, and made known to the school, the order of exercises. A neat time-table, conspicuously posted, silently announced that order of work, which was as much a law to the teacher as to the taught. He made this order not so as to secure everything desired by each, but the greatest good of the greatest number. In this, as in other

regulations, he taught and enforced the necessary subordination of the individual to the majority, and began the training of citizens for the republic.

Second. His government seemed entirely self-government. That is, he governed himself so easily and thoroughly as to move and encourage each to try the same for himself. By so much as he failed to persuade his pupils and had to use force, by so much he felt his failure and humiliation. He considered obedience secured by remembrance or fear or pain a shame and degradation. He promised little and threatened nothing. The impartial justice of his rule did not require him to treat all alike, but justly. He expected each one to do right, but he recognized that the standards of right in those under him were varying and imperfect, and that it was his duty, by patient teaching and waiting, to make known, familiar and attractive the true standard of right.

Third. He knew his pupils, not merely as they appeared in school. He studied their home and social influences; their parentage and occupations. Little Johnny, now and then heavy-eyed over his books, had no rough rebuke, for master knew he was up before day, wading in snow and mud, carrying the morning papers. And little Effie, who was both housekeeper for her father and the only mother to her younger sister, got from her teacher only encouragement and help when she failed in her class work. And his delicate instincts and tact made him familiar with many an ache and discouragement that, lodged in palaces and nestling 'neath rich clothing, it may be, needed not less the balm of sympathy and the hand of help.

Fourth. He was frank and fair toward all. He never feigned to fear that a little familiarity would compromise his official dignity. He respected his position and knew his rights, but in the intercourse of the school-room he seemed to forget these, while the pupils never did.

He was a good listener. Pupils felt they were and would be heard. He had good eyes and made the most of them. He did not stare at you nor did he dart suspicious or furtive glances at you from the corner of his eyes, while they were ostensibly viewing the ceiling or floor. He had a comfortable way of looking straight into your eyes while speaking or listening, and his look was assuring, stimulating, rewarding.

Fifth. He was no more polite in school than in the street or at his club, nor less so than in the fashionable drawing-room. Always neat and tidy in dress and person, his manners were a fit copy to follow. Their naturalness and heartiness proclaimed them a part of him and not merely an outer covering put on for show and effect. Being a gentleman, he was *true*. Therefore:

Sixth. He never pretended, never shammed what he was not able or ready to tell or explain at one time; he dared to postpone until he had made himself ready. He did not assume to know everything, but *studied* to show himself approved both to God and men. His example in this particular was not lost on his pupils.

Seventh. It follows that he was intelligent as to his profession. Whether a Normal graduate or not, we know not. But he had studied the history and philosophy of education, and was familiar with modern works on the theory and practice of teaching from Page to Kellogg. He took educational journals, paid for them gladly and read them greedily. He did not suppose he was past being helped by them. He was neither a pedagogic hypocrite nor Pharisee.

Eighth. Yet in his attitude toward the new in theory and practice, he was rather conservative than radical. He neither condemned nor approved a thing because it was old or new, nor because it was endorsed by this or that man. He often recognized an old thing under a new name. The thing was more to him than the name. He sought to trace its relations to other things already fixed and known as factors in the educational problem. While aiming to "prove all things," it must be confessed our friend seemed usually a little behind the foremost to try new experiments; but he thereby

made all the fewer failures and all the steadier progress.

Notwithstanding enthusiasms, he was still without hobbies. He was more thankful for discriminating criticism than indiscriminate praise or servile following.

Ninth. Our teacher, though usually present at institutes and conventions of teachers, never talked unless he had something to say. He sometimes tired of the wearisome platitudes, iterations and reiterations of flippant and forward persons who seem not to have weight enough to ballast them to their seats for ten consecutive minutes. But large were his charity and endurance. I fear he was thought a rather dull member, and I know he was not suspected of ambition.

His tribe is not extinct. Indeed, I suspect he himself is more alive than dead. Possibly you have seen him and know "his way." Perchance some of his ways are also yours. Perhaps, indeed, you meet him often and exchange reflections with him, before your mirror. In any case, we greet you, and bid you good speed on your, and his, way.

## SCIENCE AND ART OF EDUCATION.

[Continued from last week.]

And this brings me to the next point for special consideration. I said that the teacher who is to direct intellectual operations should understand what they are. He should, especially as a teacher of little children, examine well the method, already referred to, by which they gain all their elementary knowledge by themselves, by the exercise of their own powers. He should study children in the concrete,—take note of the causes which operate on the will, which enlist the feelings, which call forth the intellect—in order that he may use his knowledge with the best effect when he takes the place of the great natural educator. To change slightly Locke's words, he is to "consider the operation of the discerning faculties of a child as they are employed about the objects which they have to do with;" and this because it is his proper function as a teacher to guide this operation. And if he wishes to be an accomplished teacher—a master of his art—he should further study the principles of Psychology, the true groundwork of his action, in the writings of Locke, Dugald Stewart, Bain, Mill, and others, who show us what these principles are. This study will give a scientific compactness and co-ordination to the facts which he has learned by his own method of investigation.

But it may be said, Do you demand all this preparation for the equipment of a mere elementary teacher? My reply is, I require it because he is an elementary teacher. Whatever may be done in the case of those children who are somewhat advanced in their career, and who have, to some extent at least, learnt how to learn, it is most of all important that in the beginning of instruction, and with a view to gain the most fruitful results from that instruction, the earliest teacher should be adept in the Science and Art of Education. We should do as the Jesuits did in their famous schools, who, when they found a teacher showing real skill and knowledge in teaching the higher classes, promoted him to the charge of the lowest. There was a wise insight into human nature in this. Whether the child shall love or hate knowledge—whether his fundamental notions of things shall be clear or cloudy,—whether he shall advance in his course as an intelligent being, or as a mere machine,—whether he shall, at last, leave school stuffed with crude, undigested gobbets of knowledge, or possessed of knowledge assimilated by his own digestion, and therefore a source of mental health and strength,—whether he shall be lean, atrophied, weak, destitute of the power of self-government and self-direction, or strong, robust, and independent in thought and action,—depends almost altogether on the manner in which his earliest instruction is conducted, and this again on the teacher's acquaintance with the Science and Art of Education.

But besides knowing the subject of instruction and knowing the Art of Education founded on the Science, the accomplished teacher should also know



the methods of teaching devised or adopted by the most eminent practitioners of his art. A teacher, even when equipped in the manner I have suggested, cannot safely dispense with the experience of others. In applying principles to practice there is always a better or worse manner of doing so, and one may learn much from knowing how others have overcome the difficulties at which we stumble.

Many a teacher, when doubtful of the principles which constitute his usual rule of action, will gain confidence and strength by seeing their operation in the practice of others, or may be reminded of them when he has for the moment lost sight of them. Is it nothing to a teacher that Plato, Aristotle, Plutarch, Quintillian, in ancient times; Ascham, Rousseau, Comenius, Sturm, Pestalozzi, Ratich, Jacotot, Froebel, Richter, Herbart, Beneke, Disterweg, Arnold, Spencer, and a host of others in modern times, have written and worked to show him what education is both in theory and practice? Does he evince anything but his own ignorance by pretending to despise or ignore their labors? What would be said of a medical practitioner who knows nothing of the works or even the names of Celsus, Galen, Harvey, John Hunter, Sydenham, Bell, etc., and who sets up his empirical practice against the vast weight of their authority and experience? I need not insist on this argument; it is too obvious. Much time, therefore, has been devoted, during the year to the History of Education in various countries and ages, and to the special work of some of the great educational reformers. In particular, the methods of Ascham, Ratich, Comenius, Pestalozzi, Jacotot, and Froebel have been minutely described and criticised.

And now it is only right to endeavor, in conclusion, to answer the question which may be fairly asked, "After all, what have you really accomplished by this elaborate exposition of principles and methods? You have had no training schools for the practice of your students; it has ended in talk." In reply to this inquiry or objection, I have a few words to say. The students whom I have been instructing are for the most part teachers already, who are practising their art every day. My object has been so forcibly to stamp upon their minds a few great principles, so strongly to impress them with convictions of the truth of these principles, that it should be impossible, in the nature of things, for them as my disciples, to act in contradiction or violation of them. Whenever, in their practice they are tempted to resort to drill and cram, I know, without being there to see, that the principles which have become a part of their being, because founded on the truths of nature recognized by themselves, rise up before them and forbid the intended delinquency. In this way, without the apparatus of a training school, the work of a training school is done.

But, in order to show that I am not talking at random, I will quote a few passages from exercises written by the students themselves, relative to their own experience.

"Before attending these Lectures, my aim was that my pupils should gain a certain amount of knowledge. I now see how far more important is the exercise of those powers by which knowledge is gained. I am therefore trying to make them think for themselves. This, and the principle of repetition, which has been so much insisted upon, prevents us from getting over as much ground as formerly, but I feel that the work done is much more satisfactory than it used to be. I now try to adopt my plan to the pupil, not the pupil to my plan. I used to prepare a lesson (say in history) with great care; all the information which I thus laboriously gained, I imparted to my pupils in a few minutes. I now see that, though I was benefited by the process, my pupils could have gained but little good from it. The fact of having a definite end in view gives me confidence in my practice. The effect of these Lectures, as a whole, has been to give me a new interest in my work."—JOSEPH PAYNE'S Lectures.

HATE enters sometimes into great souls; envy comes only from little minds.

### AS TO MENTAL ARITHMETIC.

(The reply made to an inquiry on the subject of mental arithmetic has been greatly misunderstood; many letters have come from Maine to Texas, some expressing surprise and some protest. The editor has used mental arithmetic for a quarter of a century, most of the time making a separate study of it and using a special text-book; later on obtaining the same results without a separate text-book. He is, therefore, in favor of the mental training that can be got out of the study of arithmetic.—EDITOR.)

No one can doubt but that arithmetic is a powerful means of training the reasoning powers. Once the method used was that of learning the rules; but when the ideas of Pestalozzi were disseminated, Colburn showed a better way and his mental arithmetic came extensively into use—it opened a new world. In a little time the effect of the application of analysis to numerical problems, as taught by Colburn, produced an entire revolution in the text-book in written arithmetic—the analytical method was applied to it; it was *Colburnized*. This change in the written arithmetic has led to a gradual disuse of a separate work on mental arithmetic. It is very much as though Colburn's Arithmetic had been cut in pieces and then placed along through the written arithmetic.

The man who teaches the so-called "written arithmetic," properly demands as close and searching an analysis of the problems in it as he would of the problems in mental arithmetic. The method of the good teacher in "written arithmetic" is about as follows: (1) The problem is solved on the blackboard, and then, with pointer in hand, the pupil faces the class; (2) he recites the problem; (3) he explains it—if necessary; (4) he analyzes it with the utmost exactness, pointing out on the board the various steps; (5) he concludes as "hence the cost" etc.; or, "therefore the amount is," etc., etc., etc.

This improved method of teaching "written arithmetic" is what has done away with mental arithmetic as a separate study; it really has not done away with it either, it has absorbed it. But the employment of Colburn's Mental Arithmetic as a separate study has done a good that can never be measured nor understood; it lead to a marvelous reform in the method of presenting written arithmetic, for Colburn grasped and interpreted Pestalozzi in a masterly manner.

The time has come, it is believed, when the teacher will teach numbers according to Pestalozzi's ideas and hence, I said we have no more need of a mental arithmetic than of a mental grammar. This simply means as a separate text-book; it supposes that the teacher of arithmetic will teach it after the method of Warren Colburn, whether the example is worked on the slate or in the head.

A. M. K.

TEMPERANCE PAYS.—Yonkers, New York and Vineland, New Jersey, have been both compared because they are about the same size; Vineland 12,000, Yonkers 15,000. One licenses the sale of liquor and the other does not.

Yonkers pays for police.	\$37,000
Vineland. " "	75.00
Yonkers pays police justices and clerks.	4,000
Vineland has none.	
Yonkers pays for paupers.	12,000
Vineland. " "	400

Besides this take the influence on a community of 145 legalized rum shops and 70 illegal ones which Yonkers has; who can measure the injury to the morality of the community of the poison which these places exhale!

Again, in Edward County, Ill., it was decided twenty-five years ago that no licenses should be granted; mark the result. The taxes are 32% lower than in the adjoining counties; crime is scarcely known; one person has been sent to the penitentiary and he committed a crime while under the influence of liquor, got in the adjoining county; the courts have little to do. Crime is increasing in Germany; the Emperor called the attention of Parliament to it. They find out that beer-drinking leads to whisky drinking.

### THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

#### LESSONS IN NOTATION.

FOR THE PRIMARY CLASS.

Henry, you may write numbers on the board; the rest may use their slates. Put them down neatly, one under another. Write 5. Put under it 6, 7, 4, 3, 2, 1.

Now start in another place. Write 14. Put under that 12, 13, 27, 18, 19, 25, 27, 45, 49. See that the figures are all in a line under each other. Start in another place—55, 46, 67, 82, 95, 24, 37, 41, 88, 99. (Passing around, the teacher examines the slates.)

Now, you have done those pretty neatly; but we can improve some, I think. John makes his figures too small, while Henry makes his too large. Let us practice some more, and let each make the figures of the right size. I will put a figure on the slate that is of the right size; it is of the same size as the letters you use in writing words. Write again—14, 24, 34, 44, 55, 66, 78, 89, 71, 59.

Now, in writing numbers, remember to get the size right.

But some place the figures too far apart and some too close. When I write 45 I must put the 5 at the right distance from the 4. Henry has his figures well arranged, but I have passed one pupil that has his first figure—0, ever so far from the second one! Remember, then, about the *position* of the figures.

Now I will give some new figures, and you will try to make them of the right size and get them at the right distance from each other. Ready—27, 38, 49, 51, 62, 73, 84, 95, 32, 42. Those look very nice.

Now, there is one thing necessary. Some, I see, put one number close to another—too close—another puts them too far apart. See; I write 48 on the blackboard. Now I write 87 under it. If I put it a great ways underneath it, it does not seem to belong to it. Now, wait; I put it so close that I cannot see it easily. Remember, then, about the *distance* of your figures.

Now I will give you ten more numbers, and you will all try to place them *under* each other, make them of the right size, put the figures of each number in the right *relation* to each other—not too far, nor too near, and then put the numbers themselves at the right *distance* from each other. Here are four things to think about. I will give the numbers out slowly, so you can think about each of them. Twenty (now look out for the next figure—see where you are to put it) four. Now ask yourselves two questions. What are those questions, May?

"Are the figures of the right size? Are they at the right distance from each other?"

That is very good. Well, I will not look at your slates, for you are looking with keen eyes, and you are asking those questions, and so you will get the figures right.

Now write sixty-five.

What are we to do now, Sarah?

"Make the 6 of the right size."

"Put it under the 2."

"Put it at the right distance from the 2."

Yes, these are three important things; and now write 5. What are we to do with that, Henry?

"Make it of the right size."

"Put it under the 4."

"Put it at the right distance from 4."

"Put it at the right distance from the 6."

Now write and think—78, 87, 54, 45, 81, 18, 91, 19, 82, 28.

Mary, you see something about these figures that is remarkable? What is it?

"They are the same figures, only turned around."

Yes, 78 and 87 are the same figures, by "turning them around," as you say, what happened?

"It is larger."

Yes; but see—here is 81. I turn that around and get 18; is that larger?

"No, Ma'am."

There are many curious things about these figures which we shall learn if we study them carefully.

Now I will write the four things I want you to remember: 1, order; 2, size; 3, position; 4, distance



By order, I mean that they must be in rows; by size, that they must not be too large or small; by position, that the figures must not be too close or too far away from each other; by distance, that the number be at the right distance. Now you may go to your seats and write all the numbers of two figures that end in 7, and observe the four rules.

For the SCHOOL JOURNAL.

### SELF-GOVERNMENT.

By C. K. GRAHAM.

I once took charge of a school that was in a very bad condition of order. It was large and tumultuous. My predecessor had not been well-seconded by his assistants, and he was a man that was rather afraid of the thirty or forty stout young fellows that composed the High School department. I crossed the order a little higher each day, and at the end of a year I could leave the upper room with perfect confidence that the order would be maintained. I will mention a few of the means employed:

- (1) I made up a weekly "star roll," and a monthly "four star roll" in which deportment had a part.
- (2) I appointed officers to assist and required reports from them.
- (3) I divided the work among the teachers.
- (4) I demanded good lessons.
- (5) I drew the hard cases towards me, having "talks" with them—plain and straight-forward, telling just what I thought of them, and what they were doing against the school.
- (6) I privately got boys I could depend on to talk up order and improvement out of doors.
- (7) I gave the badly behaved boys a separate dismissal, one at a time.
- (8) I kept a record of them.
- (9) I called on their parents—not to complain, but to let them know how their children were getting along.
- (10) I interested them in the school.
- (11) I made the school interesting.
- (12) I drove the business as I would a live team.
- (13) I made myself as popular as possible—never cross, crabbed or impractical.
- (14) I drew in many visitors.
- (15) The unpleasantness of watching pupils was dilated upon.
- (16) The doing of things by a certain and fixed system was insisted on.
- (17) Confidence in the school and its improvement was spread through the town.
- (18) The pride of the pupils was appealed to.

No. 1. I kept a strict account of the lessons, had weekly reports made, sent them home and demanded them back on Monday morning. The "one star roll" was a handsome one, and soon grew large. I talked a great deal about it, showed it to the visitors, etc., and last of all got some of my "hard cases" on it. When the "one star roll" was got going, it was not difficult to manage the other rolls. Tardiness or absence was quickly reported to the parents, and they would speak of its evil consequences.

No. 2. I appointed each week "two officers of the day" for the play ground, three "hall officers" (the room was on the third floor) and two "general assistants" to help me in the school-room. Each of these had separate work assigned them which was described minutely in a small book; they made reports each day of everything according to the rules in this book. I especially told the boys that they must find no fault with the officers, as what they did was done officially, and this was carefully explained to them. I also appointed "referees" to settle matters if there was a dispute about the acts of the officers. I got these officers together and talked to them about their duties, and in every way tried to get them at work to the interest of the school.

No. 3. I divided the work among the teachers; I had three assistants, and each knew what to do and kept his eye on that one thing; one looked at the order in the school-room, one outside, one among the very troublesome ones. They watched their departments with care and reported to me; if there was trouble we planned together to remove the difficulty. This is all important.

### THE SWEET VALLEY.

Mod. espres.

For the SCHOOL JOURNAL.

### LESSONS IN ARITHMETIC.

By A. E. JONES, Atchison, Kan.

#### ILLUSTRATION.

It has occurred to me at times that there is one method in the teaching of arithmetic that few, comparatively, employ, and which in my judgment is of great importance.

In what manner should a child be enabled to solve such a problem as the following?

"The greater of two numbers is three times the less and the sum of the numbers is 36; what are the numbers?"

This being quite out of their reach I gave them the following: "I have here thirty-six nuts." (I actually had them), "and I want one of you to give them to two of the class so that one will have three times as many as the other." "Now, how many shall we give the first so as to be sure she doesn't have too many?" Some pupil suggested that it would be safe to start with one. So the distribution was made; the first receiving one, the second three, and so on, till all were gone. Some of the brighter ones quickly saw how it must come out. The number of "rounds" depending, of course, on the number given out at each "round." Nine times around, giving to the one nine and to the other nine times three nuts.

"Divide 472 into three such parts that the second shall be twice the first and the third three times the second, plus 13."

By taking a smaller number and using the nuts again the matter was made quite plain, although I believe it was necessary to repeat in this case, having the one who was most puzzled perform the operation herself. The extra ones should be given out at the start.

"The sum of two numbers is 243, the second is three times the first minus 25; what are the numbers?"

I found this much more difficult. After some hard thinking—for, to tell the whole truth, I was bothered myself—the next morning I presented it as follows: "I will give these thirty-seven nuts to any two of you girls who will so divide them that one will have three less than three times as many as the other." There being three volunteers, they drew lots so as to throw out one. One of the remaining two then proceeded to divide the nuts as directed. This she accomplished successfully. When it came to an explanation of the work, however, nothing satisfactory could be obtained. "Suppose," I said, speaking to the one who made the distribution and who accordingly received the lion's share, "that I should lend you three nuts; would that help? They readily saw that when the number was exactly divisible by four the difficulty vanished. After the distribution was effected and my loan returned, one was found to have three less than three times as many as the other.

"The fore wheels of a carriage are each nine feet

in circumference, and the hind wheels are each ten feet; if the fore wheels each rotate 400 times in going a certain distance, how many rotations will each hind wheel make?"

The above was difficult to most, if not all the class. I simplified it as follows:

"Suppose this ball is the fore wheel," I said, stooping down and rolling it along the floor, "let us see how many inches it will measure in turning once, twice, three times, and so on half a dozen times or more. Then some one measured how far it had traveled in all to corroborate the other measurement. Then taking a large hand bell on its rim, I made a mark which I placed right over the one on the floor, and turned it once. Some one measured the distance, and then all calculated how many turns the big one would make in passing over the distance traversed by the little one.

The above examples suffice to bring out the idea. Different teachers would of course use different illustrations. In nothing do I find my ingenuity more severely taxed than in so presenting a problem as to tell little and be told much. It is surprising how much stupidity some of our text-book makers display in the presentation of difficulties.

### THE GEOGRAPHY CLASS.

#### KINDS OF EARTH.

1. Which soil is the best for farming? Which for gardens? Which for making roads? What uses are made of clay? When do we say land is fertile, barren, desert, sterile, rocky, marshy? What are swamps?

2. Which land does the farmer use for planting corn, potatoes, grain, etc.? Why? Which for pasture? Why? Which for hay? What is a meadow?

3. Of what use are the rough, hilly portions? Of low mountains with broad valleys between, and of mountain slopes?

5. Mention some things that are dug from the earth, which are minerals, which metals, which ores? etc. What use is made of each? Which are the more useful? Why? Mention some of the uses of iron. How are rocks found in the earth? What are boulders? What is building stone, and how found? What building is now being made (or is already made) of some form of earth or rock? Tell the use of each kind in constructing the building. (As stone, brick, mortar, iron, tin, lead, glass, etc.) Where and how are they procured? Describe the process of brick making, lime burning, glass making, etc.—From PEAVEY'S "Manual."

A BRONZE doorstep has lately been placed in the British Museum, taken from the great temple at Bersippa, a suburb of Babylon. On it is inscribed the name of Nebuchadnezzar, with a mention of his restoration to health; it is supposed that it may have been a votive offering from the monarch on the occasion of his recovery from the madness spoken of by Daniel.



## THE STORY OF A KING.

FOR RECITATION.

"I never, no never, can learn it,"  
The little maiden cried,  
And, seeing a tear upon her cheek,  
I called her to my side  
And said, "I wonder how many times  
My little daughter has tried?"  
"Nine times?"—I added the question,  
Certain to see upspring  
A fine disdain in her young eyes,  
At the thought of such a thing.  
And then I said, "Suppose I tell  
You the story of a king!"  
"You are fond of brave old Scotland;  
Well, it is centuries since  
A dreadful war swept over the land,  
Against the rightful prince,  
Till her purple moors were trampled down,  
And stained with bloody tints."  
"Long time held out the struggle,  
As to which should victor be,  
Till at last, with hope and courage lost,  
The prince was forced to flee,  
And glad of refuge in rock or wood  
Or shepherd's hut was he."  
"Once, lying upon a pallet  
Of straw, in a poor shed,  
He saw where a little spider had spun  
Its frail and silken thread.  
And was trying to climb on the slender line  
To a rafters overhead."  
"Nine times it tried"—little Edith  
Here wore a tell-tale face—  
"And again it fell and again it turned  
Its long way to retrace.  
But the tenth time was the victory gained—  
It reached its wished-for place.  
"Then the prince, with kindled courage,  
To his feet sprang eagerly,"  
And cried, "If that young little thing  
Has faith to try, and try;  
And can do the thing that many times  
It failed in—why not I?"  
"And he rallied his scattered forces,  
His zeal recovering,  
And over his almost conquering foes  
He swept them—triumphing!"  
And the blood-stains paled from the heather bloom  
And Robert Bruce was king!  
"My child, when you feel that trying  
Is only fit for a drone,  
Remember, the persevering will  
By a mere small spider shown,  
Ended a war, and placed a king  
Of Scotland on his throne!"

For the SCHOOL JOURNAL.

## THE WRITER'S CLUB.

(Several young men or older boys enter; a table and books are needed. The boys meet and talk in a general way for a few moments, when the "President" enters. Several say, "the President has come.")

President. Please come to order. The subject before us, is "Writing." You will please proceed in order and with promptness.

No. 1. Writing and composing are both the same; composing means placing thoughts together so as to express meaning by them intelligently.

No. 2. The word composition comes from the Latin, *compositio*—*com*, together, and *pono*, to place. It therefore means the placing of thoughts together. Some can get out thoughts but they are not linked together; they are disjointed. A collection of thoughts may be a mosaic, but not a composition.

No. 3. I think that is a proper distinction. What seems remarkable to me is the difference that appears between writers on the same subject. One man thinks quite a different set of thoughts.

No. 4. That arises from his education and reading, I suppose; and then a man at a later day expresses himself quite differently from what he once did.

No. 5. Arrangement of ideas or thoughts is of the greatest importance. They must not be thrown together in an indiscriminate manner, but grouped in such a way as to bring out the meaning intended to be conveyed. The words must not be crowded together, or loosely connected. Order is essential to good composition.

No. 6. Mr. President, I have been told that writing has two rules: first, have something to say, and second,

say it. It seems to me that the young writer has difficulty because he does not get something to say. It is easier to say than to think. I should like your opinion on that point.

The President. It is not easy to say which is the easiest rule to follow. In my judgment the two go together. You learn a fact and think about it and write about it, and so you go on; you learn to write by writing and you learn to think by writing too. But with all writers there must be a special effort to acquire material for thought. My plan has been to read about the subject, and then after due thought, to write.

No. 7. That shows the importance of reading good books; there are so many that are of no service and so many that imagine that solid books only should be chosen. This does not mean sermons or prosy things, but the real gold, instead of the base metal. Books are our best helps to thought; they make us "heirs to the spiritual life of all the ages." If a writer reads shallow books he will think and write in a shallow manner.

No. 8. Mr. President, the great difficulty is to originate anything new. I think I can say something that may be of value to the club on that subject.

Several. We shall like to have you.

No. 8. I take up a subject and read about it. Suppose it to be "Columbus." I get all I can from books. Then I begin to think about him. Of course there is now a mingled mass of thought about Columbus in my mind, but I think and think about his life, his hardships, his rebuffs, his sailing, his discoveries and his return: the shower of honors, his further efforts and his imprisonment. I thus realize somewhat the kind of man he was. I feel interested in him and I determine to write about him. I sit down and analyze my thoughts; first, those about his youth; second, those about his efforts to start out expeditions; third, his sailing and discovery; fourth, his ill-treatment. Then taking one subject at a time, I write what I can on each.

The President. That is very well stated. To write takes one out of the receptive state into which he passes if he only reads. There is receiving and creating. Now one who writes is in the way of creating. To refer to the subject of Columbus. The creative mind goes back to the time in which Columbus lived, and builds up the circumstances and the people that surrounded him; he sees him walking about explaining his theory, he sees him start on the voyage, he sees him discover the new world. The receptive mind merely gathers in the facts; the creative mind builds with them.

No. 9. It would be a great gratification if I could learn you to avoid being merely receptive—that is my fault. Cannot some one tell us?

No. 10. I will try to answer that inquiry. We must accustom ourselves to look into the very bottom of the subject and not on the surface. We are not to take anything for granted because some one says so. We must ask how? why? at every step. Besides, we must study nature, art and poetry, for these are creative in themselves.

No. 3. I do not see, Mr. President, that any one has said anything about expression. If we are to have thoughts and then express them it is important that we know how to express our thoughts. I find more difficulty in putting my thoughts into a good shape than in having them; in fact after I write I cut out half of what I have put down. So you see I have no lack in that direction. But I find my thoughts are sadly mixed up; the composition lacks force for that reason.

No. 8. Expression and style are about the same. A person must strive to have a good style. In good authors the style seems to be so natural that we do not notice it at all; they seem to write without any trouble, but it is because they have thought much. A person may write hastily, but he does not think hastily. A good and natural style comes only from long and careful practice.

The President. Speaking of expression, that is not a good style that uses worn-out phrases and epithets such as "sable night," "gloomy shades," "verdant fields," "road to ruin," etc. These betray poverty; to avoid them is an imperative rule. They are usually employed by young and inexperienced writers for the press. In a country paper I saw a description of a fire and it was called "the devouring element." No one can have a good style who does not resolutely call a spade a spade. When he must call it "a horticultural implement" he may be sure his expression is very faulty.

No. 7. Mr. President, I move that we adjourn.

The President. That motion is in order, and all in favor of it will please say "Aye." The Club stands adjourned.

You can get the respect of honest men in one way only—by deserving it.

## THINGS TO TELL THE SCHOLARS.

HEIGHT OF OCEAN WAVES.—Waves have been observed of 24 and 30 feet high, highest being 43, mean 18, in westerly gales. In the Pacific, 32 feet is recorded; South Atlantic, 22; Cape Horn, 32; Mediterranean, 14; German Ocean, 13; and French sailors mention 26 feet in the Bay of Biscay.

DIPHTHERIA.—The number of deaths during the census year reported as due to diphtheria is, males, 18,849; females, 19,549; total, 38,398; giving a proportion of 51.33 per thousand of all deaths in which the causes are reported. The total number of deaths from diphtheria under one year of age was 2,866; under five years of age it was 20,035; between five and fifteen years of age, 16,162. In the North Atlantic States the proportion of deaths from diphtheria 51.29 per thousand, being in the cities 46.71 per thousand, and in the small towns and rural districts, 53.80. In the Gulf coast States, 12.16 per thousand. Six cities from Rochester to Chicago, give an average of 78.15, and the remainder of the region 84.10 per thousand. It will be seen from these figures that diphtheria is not especially a disease of the large cities. It appears to be more prevalent in the small towns and rural districts which have no general water supply or systems of sewerage, but obtain their water from springs and wells, and observe the usual custom of storing excreta in cess-pools or vaults.

MEXICO.—The present period in Mexico, possesses a peculiar interest to Americans, because the awakening is due almost wholly to the American energy and American money that have come into the land. There used to be little attempt made to export anything but gold and silver. Cotton cloth and earthenware were manufactured; leather was tanned; but for almost everything beyond these primitive products, Mexico drew upon Spain. In the revolution of sixty years ago, when Mexico became independent, the revolutionists, with the best of intentions, gave the people of Mexico a constitution and code of laws modelled closely upon the constitution and laws of the United States. The result was not unlike that of our own gift of unqualified suffrage to the blacks, only on a far larger and far more dangerous scale. The mass of Mexicans had no conception whatever of the principles or duties of self-government. The American railroads now in course of construction are re-organized by the better class of Mexicans—as tending directly to assure the enlargement of Mexican commerce and to assure also national tranquillity. The increased facility of internal transportation has more than doubled the imports and exports. Each State has been governed solely by its own interests, and when the decrees of the federal government have clashed with these interests the decrees in many instances have been simply ignored. While this condition of affairs continues, national life, with its accompanying national strength, of course is impossible. A very hopeful sign of the times is the effect of the railroads, in pacifying existing differences and in making Mexico homogeneous.

## NOTEWORTHY EVENTS.

Jan. 29.—M. Duclere and the French Ministers have resigned, and President Grovy has summoned a new Cabinet.—Egyptian troops are being concentrated at Khartoum to meet the false Prophet.—Five boys were injured by a coasting accident in Shamokin, Pa.; two fatally.—The steamer *Agnes Jack*, bound from Sardinia, with lead was wrecked near Swansea, England with a loss of cargo and all hands.

Jan. 30.—Fifty-six persons are reported drowned by various marine disasters.—Heavy floods are reported in the British lake district.—In some of the southern states wife beating has been made punishable at the whipping post.—Quebec is now holding a carnival in which the Masonic Order is taking a prominent part.

Jan. 31.—The Governors of Canada and New York are making efforts to improve the banks of Niagara Falls, and lay out a park there.—A most terrible wind and rain storm has been raging upon the British Isles for nearly a week, causing great damage in loss of life and property.—The radicals in Norway are pushing an agitation against the King.—Switzerland rejects the naturalization treaty proposed by the United States.

Feb. 1.—Cetewayo has been reinstated as King of Zululand.—An Italian steamer has been wrecked on the coast of Tripoli; twenty of the crew were drowned.—An effort will be made in the House (U. S.), to prevent and punish the adulteration of sugar by legal enactment.—There is a fierce fire in the Bear Valley coal shaft, Shamokin, Pa.; it is believed that nothing short of filling the mine with water will extinguish it.



## EDUCATIONAL NOTES

## NEW YORK CITY.

Up to this date, Feb. 6, matters are in a very uncertain condition. At the last meeting of the Board of Education it was decided to cut off two per cent of the salaries of all the teachers, janitors, etc. (this does not touch the superintendents), to close the colored schools and to lop off the teachers of French, German, music and drawing. The teachers are indignant at this attempt to reduce their wages, contending against the principle. If two per cent can be cut off now, twenty can be cut off at another time.

At some time this question must be met, and now is the time. It is not, as some suppose, a claim that the people must support them in a certain style—it is quite another claim; it is this. The Board of Education is appointed to take care of the schools, to hire teachers, etc. It does so. Now comes an officer in another department, Comptroller Campbell by name, and says you shall have so much to pay these teachers. What right has he to fix the sum to be paid for this purpose? This is the present condition of things. The teachers have but one resource, an appeal to the legislature to order Mr. Campbell to put more money into the hands of the Board of Education. And this they have done; and we trust they will win the day.

If the people complain about the cost of the schools there would be some ground for Mr. Campbell's action; but no one complains but Mr. Campbell: he points us to Brooklyn and Philadelphia as teaching their children cheaper than New York. Go to, Mr. Campbell; visit the schools, if you, after that, want the educational accommodations and the opportunities to be less for the 125,000 children than they now are; then you should go back to Scotland and stay there; we believe here that we are not yet doing justice to the children and shall try to do more each year. (See report of meetings elsewhere.)

The Board of Education met Feb. 7, and every available seat in the lobby was occupied. The petitions of the special teachers and of the colored teachers to be retained were presented. Com. Patterson called attention to the meeting of the Teachers' Association and declared the proper course to be to ask the aid of the Legislature. He offered a resolution:

That a committee of five be appointed to present to the Legislature the necessity which caused a reduction in the salaries of the teachers and employees of the Board and the discontinuance of the special teachers and of the teachers in the colored schools, and to request such legislation as will enable the Board of Estimate and Apportionment to transfer to the Board of Education such portion of the unexpended balances for previous years as may be necessary to meet the deficiency, or for such other legislative remedy as may be deemed advisable. After debate this was adopted.

This committee consists of Messrs. Coudert, Crawford, Simmons, West and Wallace. The question of dispensing with the special teachers then came up and after considerable debate the Board receded from the previous action dismissing them on and after March 1, next. So that the special teachers, President Walker ruled, remain in the same relations to the Board as heretofore.

Then came up the question of abolishing the colored schools, and this gave occasion for a long debate, some advocating their discontinuance on March 1, others on July 1, finally, on motion of Mr. Coudert to reconsider the action of the last meeting, the time fixed for closing of these schools was set for September 1, of this year.

Mr. Crawford offered a resolution to the effect that "it be referred to a committee on Teachers to report in what schools special teachers can be dispensed with without detriment to the educational interests of the city."

**MEETINGS OF THE TEACHERS.**—Following at once upon the determination of the Board of Education to reduce the salaries two per cent and dismiss the teachers of French, German, music and drawing, came the action of the teachers. *Saturday Afternoon.*—A meeting of the Teachers' Association was held on Saturday at G. S. 47 and a committee appointed to devise action. A pretty lively discussion ensued, in which the action of the Comptroller was described by the president, John J. Doane, in plain and unmistakable language.

*Monday Afternoon.*—This meeting was very fully attended. John J. Doane (G. S. 14) presided and B. D. L. Southerland (G. S. 3) read the report of the committee. The following resolution was unanimously adopted: "That a committee of five of the members of the Board of Education be appointed to present to the Legislature,

the necessities which caused a reduction in the salaries of teachers and employees of the Board of Education and the discontinuance of the special teachers of music, drawing, French and German from March 1, 1883, and to request that such legislation be adopted as will enable the Board of Estimate and Apportionment to transfer to the Board of Education such portion of the unexpended balances to its credit for previous years as may be necessary, so that the same may be used to meet the deficiency of the present year and for such other legislative remedy as may be deemed advisable." He said there were \$400,000 to the credit of the Board of Education which could not be used by the Board without legislative enactment.

Mr. Doane denounced the action of Comptroller Campbell, who undertook to say how much should be expended for education. He said it was not a question of reduction of per cent, but whether they were employed permanently at a fixed rate or on a fluctuating scale and removable at will.

Mr. Olney (G. S. 26) offered some resolutions protesting against reduction of salaries by officials who didn't understand their business. Mr. Hudson (G. S. 51) doubted whether it was wise to smite the official in the face, and this was tabled.

Mr. Southerland said the reduction was not the fault of the Board of Education, and offered a resolution of confidence in it. Mr. White (of G. S. 70) opposed this; it would look as though we endorsed their action. This seemed to look so to the majority, and it was tabled after debate by Mr. Owen, 37, Miss Woodman, 11, Mr. Schaffler, 69, Mr. Darling, 18, Mr. Smith, 20; Mr. Hudson deplored this result. The female teachers of G. S. 25 proposed that a committee be appointed to obtain the aid of leading citizens. Mr. Hudson said legislative aid had been promised. A resolution of sympathy with the special and colored teachers was passed. Adjourned to Thursday at four o'clock.

The special teachers met on Tuesday, and protested against their being dismissed March 1, as proposed by the Board of Education. Mr. A. E. Smith was chairman. A petition to the Board of Education was proposed setting forth the injustice of the dismissal under so short notice, and asking for a delay at all events. Prof. Curtis offered a resolution that no honorable employer would so treat his employees. Prof. Bristow said he had been employed for thirty-one years and felt he deserved better treatment. Thanks were given to the principals and teachers who had taken up the cause of the special teachers by proposing to the Board of Education that they be retained, and that a sufficient percentage be taken from the whole to fill the deficiency. Adjourned to meet on Friday, at four o'clock, in No. 47.

**THE COLORED SCHOOLS.**—On Saturday evening last the colored people debated the action of the Board of Education in closing the colored schools. At the Bethel church it seemed to be the opinion of most colored people that the move was one that would benefit the children by removing the "color line." At the same time the hardship to the teachers in those schools was admitted.

**PRIMARY SCHOOL NO. 7.**—The children of this school at 274 West Tenth street, held a fine reception Jan. 31. Mrs. Elizabeth E. Mead, the principal, has surrounded herself with an admiring group of children; she and her assistants labor indefatigably for their welfare. The children enjoy their school life; the school is no prison to them; it gives a visitor delight to see their faces. The program was: Opening address, Geo. Reynolds; "Eight Years Old," Florrie O'Donnell; "The Months," a class of girls; "The First Snow," Johnnie Stevens; "Going to School," Katie Crook; "Greeting to the New Year," Wm. Kanaway; "Playing Bo-peep," Bella Smithson; "A New Knife," Eddie Keane; "Alice in the Pantry," Delia Murray; "Alphabet Rhymes," class of girls; "The Cat's Thanksgiving," Josie Nealen; "The Little Philosopher," James Reardon; "Three in a Bed," Daniel Pettit; "The Doctor's Visit," Mamie Moriarty and John Johnstone; "A School-girl's Troubles," Florrie O'Donnell. Besides this there was fine singing, calisthenics and distribution of certificates.

**LEGISLATION.**—A bill has been introduced to provide for the deficiency in the funds of the Board of Education of New York city, and referred to the Literature Committee. A bill has been introduced to provide that the Commissioners of Education appointed or elected from the various wards of the city. Wallace, Walker, Coudert, Simmons and Crawford have argued against it. While most of the present commissioners are from the Twelfth Ward, the present plan is infinitely better than the one proposed.

**N. Y. TEACHERS' ASSOCIATION.**—A meeting was held in reference to the proposed reduction of salaries, in G. S. 47, in Twelfth street, on Monday afternoon, Jan. 29. A large number of teachers were present. It was decided to appoint a committee of seven, consisting of Miss Sweeney, G. S. 21; Miss Buckelew, G. S. 49; Miss Pond, G. S. 10; Miss Millenger, G. S. 56; Mr. Owen, G. S. 37; Mr. Southerland, G. S. 3; and Mr. Ayres, G. S. 58, to confer with the members of the Board of Education and report at the next meeting, Monday, Feb. 5, at G. S. 47, at four P.M.

**MALE TEACHERS' ASSOCIATION.**—The last meeting took place Saturday, Feb. 3, at the College of City of New York at 10 A.M. The subject for discussion was "The New Course of Study."

**COLUMBIA COLLEGE.**—A petition for the admission of women to the privileges of Columbia College was presented to the officers of that institution at their regular meeting Feb. 6, by the Association for Promoting the Higher Education of Women and others. The petition which has been prepared sets forth the present state of public opinion, both here and in other countries, touching the justice and expediency of admitting women to the same educational advantages as men. It is not a petition for co-education, but leaves it wholly to the trustees to say how much can be done and how it can best be done. It is very largely signed and by the best people in this city.

## ELSEWHERE.

**MISS PATRIDGE.**—This lady (whom Col. Parker thinks thoroughly competent to explain the "Quincy methods") has been invited by the Friends' Educational Convention to give lectures.

**SHAWNEE, OHIO.**—Supt. C. C. Wright makes it a supreme object to cultivate the observing powers; the rooms are made attractive and the school is to be a home where the pupils like to be.

**ESCANABA, MICH.**—The public schools have an enrollment of 542 scholars, distributed as follows: High School 50, Grammar 73, Primary 295. Seven of the nine rooms are in a magnificent new brick building costing \$27,000. There are ten in the graduating class.

**LEWIS CO., N. Y.**—Com. J. H. Myers, in his annual report, tells us he has 113 districts to visit; that District No. 4, Lowville, misappropriated \$125.26 of the public money; that the county gets from the State two-thirds of the school money, and yet pays poor salaries; that the county gets but one graduate from the normal schools.

It is proposed that on the birthday of Mr. Longfellow, which is the 27th of February, the children of the country should make a general subscription for the beautiful memorial cards which are issued by the Longfellow Memorial Association of Cambridge, Mass. Superintendents of schools and teachers can obtain the necessary information by applying to the association.

**IOWA.**—The Decorah Institute, Prof. Breckenridge principal, is noted for thorough work. Many of his pupils are to-day among the strongest, most efficient workers in Chickasaw county and other public schools. He has about 240 students, drawn from nearly every county in Northern Iowa. Methods of teaching are specially emphasized. Being an institute conductor he is able to make his school helpful to teachers.

**INDIANA.**—The Lake county Institute convened in Crown Point, Dec. 25, 1882, under the direction of Supt. Frank E. Cooper, assisted by H. B. Brown, W. B. Dimon, H. H. Ragon, O. J. Andrews, W. C. Belman, Jas. Ball, and G. Walter Dale. Over one hundred teachers were in attendance, with an average of 79. Three evening entertainments were held; the teachers felt repaid for time and money spent in attending.

**ELKTON, IND.**—Last fall Miss H. A. McCauley's school obtained a premium of \$25 from the agricultural fair for the best collection of the plants native to the county. Fifteen dollars were applied to the purchase of maps, a globe, numeral frame and some games. The remaining ten dollars, with ten additional from our school board, are to be invested in books for a school library, selected from those recommended by the SCHOOL JOURNAL. There are five copies of the SCHOLARS' COMPANION in the school, and the Youths' Companion.

**PHILADELPHIA.**—About six o'clock, Jan. 31, Maggie Carlette and a party of schoolmates of her own age were passing along in front of Catharine Berneson's residence, 1,709 Tasker street, when the latter suddenly appeared at the window with a pistol in her hand and cried out, "There is law to stop this!" and then fired. The wounded girl staggered along for several feet and then fell to the pavement. She died an hour later.



## LETTERS.

It was found that the bullet had entered her brain. Catharine Berneson's friends allege that she has not been rational for a long time past, owing to sickness. She was taken into custody.

**SUFFOLK Co., N. Y.**—The winter meeting of the South-side Teachers' Association was held at Sayville, L. I., Jan. 19 and 20. The people of the village entertained the teachers and gave good audiences at the sessions of the association. The permanent features were an address by Hon. John R. Reid, entitled "Masks;" the discussion of resolutions, "That the analysis of sentences should be taught distinctly as such in our public schools;" and papers on the "Need and use of Teachers' Associations" by E. S. Hall; "Instruction in Moral and Civil Government" by Com. Douglass Conklin and "Modern Geography as represented to us by our text-books," by Ex-Com. S. O. Lee.

**NEW JERSEY.**—(Paterson.)—It is alleged that the white girls in the graduating classes of the Paterson High School agreed secretly among themselves to appear in pure white dresses at their commencement exercises, which will take place in a few days. They, however, gave out that they would dress in light silks. Miss Hopkins, the only colored girl in the class, accordingly gave an order for a pearl gray silk dress. She afterward, however, learned the real purpose of the class and countermanded the order to her dressmaker, giving in its place an order for a pure white dress. The white girls, it is said, did not learn that their plan had been discovered until it was too late to countermand their orders for white dresses, so that all will be dressed alike on Commencement Day.

**TRENTON, N. J.**—One of the most renowned "book-fights" took place here Jan. 18th. Reed & Kellogg's well-known Grammar was removed to give place to Harvey's. The school board was pleased as well as a few book-agents. Supt. Shepperd spoke for two hours in favor of R. & K. and against any change. He defended the use of the word "diagramming" and the sentence, "When this can be promptly done." Then Trustees Ellis and Dickson spoke in favor of Harvey's Grammar. The former presented objections to the books in use in a very cogent way, and a vote was taken, resulting in eleven for Harvey and four for Reed & Kellogg. This has occasioned some surprise, for the latter has been in use out ten months. Since this an injunction has been granted restraining the putting out of Reed & Kellogg.

**ROCKLAND Co., N. Y.**—The citizens of Suffern were treated to a grand entertainment given by the pupils of the public school, A. S. Bush principal, Dec. 28. The house was crowded to its utmost capacity, which sent a thrill of joy to the hearts of all interested in the enterprise. The pupils were wild with delight as they witnessed the vast throng crowding into their spacious hall, knowing that each person as they entered made a deposit into the fund which was to be appropriated to the purchase of works of standard authors for the library; and thus place within the reach of all the means of reading and studying the best literature of the present day. Miss Geneva Green of New City assisted Miss R. Wana-maker at the organ. Miss Jennie Bombard of Upper Nyack gave an exercise in calisthenics with a class of twelve pupils selected from the school and placed under her instruction for one week. She sang "The Sweetest Bud is missing" and "Just to Please the Boys" and recited "The Face against the Pane." Com. Suffern made an earnest appeal to the parents to train their children to habits of punctuality in their attendance at school. The proceeds of the entertainment amounted to \$40.61.

**DISCOVERY OF A NEW PLANET.**—A dispatch has been received at the Harvard Observatory Feb. 2, from an Association of European astronomers at Kiel, Prussia, saying:—"A planet was discovered last night by Palisa, at Vienna.

**ECLIPSE OF THE SUN.**—A solar eclipse will occur the 3rd of May next, which will be a remarkable one on account of the duration of the total eclipse, which is over five and a half minutes. For this reason it will afford better opportunities for observation than any eclipse that has occurred or will occur for a long period. The central part of the eclipse will be over a vacant space in the Pacific Ocean, and will pass only over two small islands, Caroline and Flint, until it gets to the region of the Philippine Islands. If an appropriation can be secured from Congress to defray expenses, a vessel will be fitted out to take out a party of astronomy from the United States.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

I take great pleasure in reading the INSTITUTE, getting many valuable suggestions from its contributors; sometimes agreeing, sometimes not. Being somewhat of an iconoclast myself, it gives me great delight to see the false idols torn down by the many champions that now hold the educational arena. But sometimes I see a blow aimed at one of my idols, and I feel like springing forward to its defense. Such were my feelings when I read your criticism on the study of "Mental Arithmetic." You object to the present manner, viz: "Statement" "Solution," "Conclusion." I claim the objects to be obtained by mental arithmetic are: (1) Accuracy in the use of language; (2) correctness of reasoning; (3) logical and clear statement of the result of an operation. I have classes in M. A. that can give you not only a clear mental solution, but can demonstrate it at the board. I do not follow any author servily, but use different books and original examples. Your strictures on Mental arithmetic fall with equal force against geometry, for there the order is the same as in mental, viz: statement, solution, or process of reasoning and conclusion, the very same you object to in M. A. Bro. Kellogg, you speak of "hobbies," don't you think the biggest hobby to-day is the tendency to reject everything that has age, regardless of merit?

A. B. P., Texas.

(In the short space we have to comment on queries we cannot say all we would say, and so are sometimes misunderstood. (1) We believe in mental training; would secure it by means of M. A. and any other study that would give it; feel sure that M. A. has a value for this purpose. (2) It is plain that M. A. has not the hold it had twenty-five years ago; it has been over-rated. This does not mean that is to be wholly discarded; it must be used to the extent that it will pay a return on the outlay. We do not object to M. A. because "statement," "solution" and "conclusion" are employed; we object to the waste of time and effort by the teacher and pupil on formulas that yield no adequate return. It requires discretion to employ any means for mental discipline, and a special means like M. A. requires special discretion. We believe that it is the knowledge and not the form that educates. There has been an over-use of M. A. Still there are more schools that do not use it enough.—Ed.)

I value the TEACHERS' INSTITUTE, for it is a bright, wide awake paper, and full of good suggestions and live articles. But I think the Editor has gone wild in his reply to G. A. B. page 93. I am not afraid of hobbies nor of a teacher if he has a hobby now; once I was. The methods of teaching grammar and arithmetic, reading and spelling are changing, but not every change is an improvement. Because a method is old is not sufficient reason for rejecting it. There are many now-a-days that are ready to extol anything new in politics, religion or education. They are eagerly reaching out after the unknowable. I think the Editor must have had his brain wearied with solving his "sum of 4 and 5," when he wrote: "It will not be five years before the mental arithmetic will almost wholly disappear." I trust those will be the longest years since the foundations of the earth were laid. I unhesitatingly affirm that there is no study in all our school course more important than mental arithmetic. Without entering into the philosophy of the subject, let me state a fact or two, for one fact is worth a dozen opinions. I live in a town where there are numerous grammar schools from which the pupils are graduated to the high school. One of the grammar school masters insists that all of his pupils shall be thoroughly drilled in mental arithmetic and no pupil escapes that drill. What is the result? The pupils that enter the high school

from that grammar school, lead all the other pupils in mathematics every time and are not behind in memory studies and this has been the case for years. Pupils who are taught in mental arithmetic learn to reason and do not ask: "What rule does that question come under?" No, Mr. Editor, when you and I and the dodo are gone and are forgotten, Colburn and the spelling book will remain to bless mankind.

H. O. E.

(One who teaches mathematics properly will give many mental problems; the reason that so many of the teachers who used Daboll's Arithmetic failed was because they had a faulty method; we never can go back to those days again; the teachers are becoming Pestalozzian, (Colburn's method is the method of Pestalozzi,) they apply his methods to other studies beside arithmetic. We believe that good teachers existed in the Daboll age; that they had good pupils; that by Colburn's book these methods have been spread. We do not object to these mental methods; to a blind reliance on the book we do. See article on mental arithmetic, as the editor is plainly misunderstood.—Ed.)

No matter who sends such a letter as the one you published this week from Jacob O. McSordad, you should not give it to your subscribers to read. Such mean and low sentiments are not fit to appear in any paper, much less in an educational journal. The writer of that letter is, no doubt, what he appears to be, an ignorant man who has made a fortune off the ruin of hundreds,—perhaps thousands of American families, and yet you publish that letter without one word of comment. I thought better of you. When my year is up I shall not renew my subscription. I want no such sentiments as those to reach the eyes of our children.

E. Q.

(That letter is misunderstood by the writer of the above, that is evident. Read it again. It was written by one who has penetrated into the selfish opposition to our beneficent school system of this country. Few men know so well why the ignorant rich are opposed to that system as T. H. He knows that when our city schools were charity schools, this class opposed a plan for teaching the elementary branches free. That having been secured, they now oppose free High Schools. It is true selfishness at the bottom. The real writer of that article was at once discovered by the teachers of this city to be Prof. Thomas Hunter, President of the Normal College of this city; one of the most generous and accomplished of gentlemen; far-sighted as an educator; skillful as a teacher and, as the letter shows, keen with the pen.—Ed.)

(1) I do not quite understand the objections to mental arithmetic. I think it is very beneficial to drill pupils in. I have seen the solutions you have cited, but that is not M. A. of the genuine kind. I think that no problems ought to be passed without the pupils being able to give a reason for each step, if so required by the teacher. There is a liability of too much mechanical action in the solution of mathematical problems at the best.

(2) If you can spare the space will you please state briefly in your next issue what you mean by the "new education?" I have seen the term used several times but have never seen it defined. I have only been a subscriber a short time and that may be the reason that I have not seen an explanation.

J. K., Ohio.

(1. See elsewhere; M. A. is undoubtedly valuable; the objection is to making a cast-iron hobby horse fo it. 2. Briefly it is the application to the principles of education to the methods of education. It has been tried with more success in many places within the past ten years, and a new impetus given all along the line.—Ed.)

One reason why we succeed no better in teaching reading is that the pupils are allowed, by parents and teachers, to use a book of too high a grade. Before the words are well understood or comprehended in one reader he is put into a higher one. If he is kept too long in one book the child becomes tired of the lifeless repetition of lessons. Again, the teachers in district schools generally allow the pupil to use whatever book he may bring. The



average attendance is not half the enumeration. There is a great negligence in regard to this, particularly among the Germans. W. A.

(Here are serious difficulties. The reading in our country schools is confessedly poor, in fact, good reading is scarce anywhere. The attendance in some schools is very low; a teacher tells us that out of an enumeration of 153 (from 5 to 21) he has an average attendance of only 32.—Ed.)

It has been asserted that the sentence "The rose smells sweetly" (*see Brown's First Lines of English Grammar, Page 8.*) is incorrect; that the adjective sweet should be employed. I maintain that *sweetly*, not *sweet*, should be used in this case, because: (1) It relates to the verb, not to the subject. "Smells" then means, *emits a perfume*; and the qualification belongs to the predication—making it, *emits a sweet perfume*. It does not mean that the rose is sweet, but that the perfume which it emits is sweet. "The door is made wide," we qualify *door*, not *wide*. When we say, "She looks beautiful," we mean "she appears to be beautiful;" but when we say, "She looks beautifully," we mean "Her appearance is beautiful;" though she may not be. Both these expressions are equivalent in meaning and correct. In Brown's Institutes, (Obs. 2, pp 139.) this is illustrated. She looks cold. She seems to be cold. She looks coldly on him. She gives him a cold look. To know which to use, an adjective or adverb, we must consider whether the subject or predicate is qualified. Sometimes the adjective or adverb may be used indifferently: as shown above. VERITAS.

We believe the way to learn how to teach is by teaching; and practical teaching at our institutes is illustrated by actually teaching a class in the presence of the teachers, and then discussing the method used by the teacher. A class is formed from the pupils present and actual work is done as the teacher does it in his school-room. There is no carping criticism, but an honest search for right principles. Apprentices learn how to use tools by seeing those skilled in their use, using them. So we would learn to teach by seeing these skilled in teaching, at work. J. N. DAVID.

(This is the true way. So the normal schools should proceed. If they will not let the Institutes do it.—Ed.)

Having no school yesterday, I visited other schools. One of the teachers who refused to subscribe last fall at our County Institute, asked for the paper soon after I had enter his room. It pays to visit schools. New methods can be learned. We teachers do not associate and discuss principles as we should. A spirited paper like yours should help wonderfully to stir us up.

W. F. B., of Pa.

I am a young teacher, but the JOURNAL and I are fast friends and while I am a teacher will remain so. It brings cheer and encouragement every week in its advancement of the true educational system. The SCHOLAR'S COMPANION is well fitted for the student and therefore I want that paper sent to my brother. C. A. W., of Ohio.

Enclosed find money to renew my subscription to the INSTITUTE. It helps me very much in governing and instructing my school. Every number seems to be full of *practical* methods, principles, and suggestions for the teachers. After using its methods in my school I find they can be used successfully. T. J. C., of N. J.

I have enjoyed the paper very much and found it a great aid in the school room. I would be very much obliged for a specimen copy of the SCHOLAR'S COMPANION to show my pupils. M. M., of Minn.

I send you solutions of problems B. H. A. finds difficulty with. J. T. S.

(The solutions presented give a good idea of the understanding of the pupils in your school.—Ed.)

THE trouble and worry and wear and tear that comes from hating people makes hating unprofitable.

## EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

### IOWA TOWNSHIP SYSTEM.

By SUPT. J. B. TRAXLER, Mt. Pleasant, Iowa.

The township system is in use in more than two-thirds of this State; each has a board of directors, who have the general management of all the schools in their township.

The boundaries of the township school district need not necessarily coincide with the boundaries of the civil township, but may extend over several for convenience. The township dist. is divided up by board into sub-districts. The board may change the boundaries of these sub-districts at any time. The board hires teachers, locates school-houses, etc. It has two regular meetings each year, one in March and one in September. Only one set of school officers is required for a whole township, rendering it easier to secure those of experience and competence.

SUB-DISTRICTS.—A sub-district usually comprises about four or five sections of land. Once each year the legal voters meet and elect one director (called sub-director), who has the local management of the school in his respective sub-district, under such rules as may be established by the township board.

By an act of the Legislature some years ago, any sub-district then existing could, by a vote, become independent; that is, each sub-district could have a board of three officers to manage its affairs, hire teachers, etc. This greatly multiplied the number of school directors and school officers.

The law providing for the formation of independent districts went out of effect in 1876, and none can be formed now except of towns, or by the division of an existing independent district; and though the independent districts can again go back to the township system, few have done so, they usually preferring to remain as they are. More than three thousand such districts exist in Iowa. The officers and powers of the board of independent districts are in most respects similar to those of the township district board.

As the school township covers several civil townships, in some cases the law allows all towns containing two hundred inhabitants to become independent, and have a board of three directors; and towns containing five hundred inhabitants and over may have a board of six directors.

DR. EBEN TOURJEE.—The growth of musical culture in this country is intimately connected with the life and exertions of Dr. Tourjee, a man who is still in the prime of life. At eight years of age Eben Tourjee was a factory boy working for seventy-five cents a week; when he rose to obtaining \$2.25 he laid by money for his education—with true New England spirit. After spending some time at the Academy at East Greenwich, R. I., he got a clerkship in a music store; then he began at 19 years of age to teach music in the public schools; then he became a leader of conventions; then he founded a music school, introducing the conservatory system (the pupils taught as classes); then he went to Providence, and this place being too small he removed to Boston, where he founded the New England Conservatory of Music. This has had wonderful prosperity; nearly thirty thousand pupils have received instruction within its walls; its faculty numbers seventy-five of the best musicians in musical Boston in all departments, both vocal and instrumental. Its pupils last term numbered over nine hundred and seventy, from all the States of the Union. Dr. Tourjee's success induced men of means to buy for Conservatory purposes, a large hotel, the St. James, located in the heart of the city of Boston, which has been fitted into a College, with dormitories, recitation rooms, halls and chapel, to accommodate 600 pupils with the comforts of a home, with all possible facilities for instruction, etc. The cost of the new enterprise will be about three quarters of a million, and it is determined to make of it a musical conservatory superior to any in the world.

THERE is little in the world but that has cost some one deeply.

## NEW YORK CITY.

A pleasing entertainment was given by Harriet Webb at her parlors, 360 West 231 street, Wednesday evening, Jan. 31st. Mrs. Webb introduced one of her pupils, Master Sammie Oppenheim. If all of her pupils in elocution can do half as well as he, she must be a most skillful teacher. Other entertainments will occur on succeeding Wednesdays.

POPULAR MATINEE.—The fifth and last of the Steinway Hall popular matinees, Feb. 1st, drew a large audience. The artists who contributed to the pleasure of the afternoon were Mr. Edward Mollenhauer, the eminent violinist; Mr. Constantin Sternberg, pianist; Mrs. Emma Dexter, soprano; Mr. Theodore Toedt, tenor. The closing number on the program, selections from "La Damnation de Faust," by Berlioz; Mr. Mollenhauer's playing and Mr. Toedt's singing were especially enjoyable. Mrs. Dexter received a quantity of flowers at the conclusion of her first song, and was warmly applauded. It is hoped that the success of this venture of giving the best music at popular prices, will lead to another of the same kind later in the season.

THE marriage of Miss Jennie Harvey to Prof. Samuel R. Percy, M. D., took place on the 24th of January, at Calvary Church. The company assembled was a very select one and while waiting listened to some charming music by that accomplished organist, Prof. Mosenthal. His playing the "wedding march" announced the entrance of the bride and groom. The lady was attired in a plain velvet costume. As they advanced to the altar they were met by the venerable Bishop Horatio Potter. The ceremony was most impressively performed; it commanded strict attention from all present and at its close the organ pealed forth its most joyous notes. The married pair immediately started for Philadelphia, where they were taken possession of by friends, and where a delightful and inopportune reception was held; the rooms were filled with flowers and at a later hour they were charmingly serenaded by a band of twenty-one pieces. Dr. and Mrs. Percy are entering on their married life under most pleasing auspices.

On the 19th of February Signor Salvini will commence a short engagement at the Academy of Music in New York. During his stay there he will appear in most of his great characters, especially "Othello." The engagement will also be marked by his first appearance in the grand tragic role of "King Lear." Signor Salvini is regarded as the greatest actor of the age, and the impression he has created wherever he has appeared, whether in this country or in Europe, will last for many years to come. The forthcoming performances will be the last he will give on the American stage, and they will partake somewhat of the nature of an adieu to a country and a people from whom he has so frequently received marks of approval and appreciation for the excellence of his impersonations. The reputation Salvini has acquired is world-wide and as the one hundredth performance of the play, with Salvini in the title role, will occur during the approaching engagement at the Academy of Music, the event will be recognized by the presentation of a beautiful souvenir to commemorate it.

BOSTON PICTURES.—In the American Art Gallery is a collection of pictures by eminent Boston artists. A view of these pictures leads us to feel that Boston art is both undervalued and overvalued. It is undervalued in its originality and sentiment, and overvalued in its execution and presentation of the details. Fuller and Vinton paint portraits admirably; the latter is especially a master of the art, giving character to his faces and figures; he has two portraits here that rank high; he has painted landscapes too of no mean ability. Fuller is a portrait painter, though he has done more in landscapes. He throws a haze over everything he paints, be it what it may be. His "Dandelion Girl" gives pleasure to critic or to the mere art-lover. J. Appleton Brown is an artist of original mind and method; he has a fine eye for color. Robinson's "View of Providence" is admirable in composition. J. J. Enrickin, J. Foxcroft Cole, Emile Carlsen, Miss E. M. Green, Sarah W. Whitman, F. W. Rogers, have pictures that betray skill of a remarkable degree; and in further issues we hope to point this out.

A DEEP COAL MINE.—Pottsville, Penn., claims the deepest coal mine in America. The shaft is 1,576 feet in depth. The cars, holding four tons each, are run upon a platform, and the whole weight of six tons is lifted in little more than a minute by machinery that works as smoothly as a hotel elevator.



## FOR THE SCHOLARS.

## NEW YEAR'S DAY IN CHINA.

New Year's Day in China does not come on the first day of January as ours does, but varies, compared with our calendar. Last year it came the 18th of Feb. This year it will come on Feb. 7 of our year. The reason of this is that their months are not like ours, they measure their months by the time which it takes for the moon to complete her revolution, making them have twenty-eight or twenty-nine days. This we call a lunar month; their year is a lunar year and ours is a solar year.

On the night before New Year's-day, they begin to make great preparations. The stores are thrown open, and exhibit all sorts of things, from articles suitable for gifts to household utensils. The Chinese do not think one day enough for their festivities, but devote three to the purpose of enjoyment, and during that time the shops are closed. The decorations are principally red, that being their "joyful" color. In houses where a death has recently occurred, white is the color used. Over the door are placed mottoes, gilt letters on red cloth, to this effect: "May heaven give us happiness," "Perce be to those who come out and go in," "Love one another," etc.

Just before midnight every one dresses in his best. Even the poorest person manages to find a fresh, clean suit for the occasion. Then they feast until midnight, each family by itself. At twelve o'clock, fire-crackers, musical instruments and chanting are mingled together with a most unearthly noise, and represent the delight of the people at the dawn of the tenth year of Quong See. Quong See is the present Emperor of China, and has been on the throne since 1873, consequently this is the tenth year of his reign.

The Chinese spend their New Year's very much as we do ours—in giving and receiving visits, with this difference: that the ladies receive only lady visitors, not gentlemen. The cards used are red paper, with the name in gilt letters, and sometimes bearing an appropriate motto. Instead of shaking hands with each other, at we do, they shake their own hands, and, at the same time, present the compliments of the season. The children enjoy the holidays as much as their parents do, and, dressed in gay clothing, also make and receive calls.

The Chinese candy with which they regale themselves is candied pig's flesh, with the fat extracted. The theatre is kept open night and day, and all places of amusements are well patronized. For three days the festivities of the first moon of the new year are kept up, and then the inhabitants return to their accustomed duties.—*Scholar's Companion*.

## TOMMY GLAZEBROOK AS A LENS.

BY REV. E. A. RAND.

"Whew!" Tommy Glazebrook, as he made this exclamation, put his head inside the lighthouse door. If it wasn't the very place he had so longed to see the inside of, the tall, heavy shaft of white that carried a big ball of fire on its top each night! And now every mystery was to be laid open, or in other words, the door of the lighthouse was open, and in response to an invitation from the keeper, Skipper Bill Farrell, Miss Evelyn Page, the school teacher, was walking in. She had kindly taken Tommy Glazebrook with her.

"And this is the lighthouse?" said Miss Page. "Taint nothin' else," replied the skipper. "You see it is built of iron, and there is a stout wall of brick inside."

"How high is it?" "Fifty-five feet, mum, and if you please," said the skipper, bowing with as little stiffness as his rheumatism would permit, "we will go up the stairs."

An iron stairway wound upward like a corkscrew, passing at intervals little windows that gave glimpses of placid blue sea.

"This," said the skipper, "is the watch-room, where we can stay if we please."

The floor of the little room was covered with an oil-cloth, and contained a lounge and two chairs.

"Nice place to stop in," observed Miss Page. "In summer, yes mum. Quite a soothin' breeze comes in through the window. In winter it is cold. You see we burn kerosene now, and no fire is permitted inside the light. I had rather be warm at home and come down here often as may be necessary, than to stay here all the time and freeze. In summer, as I said, there is a soothin' breeze here."

They were now going still higher, up to the lantern which was enclosed in walls of glass, and outside was a parapet running around the tower and in its turn surrounded by an iron railing. Tommy was much interested in the lamp. It was of brass, resembling a parlor-table lamp, furnished with an ordinary wick that was fed by another wick below. Around and above the lamp was a glass lens, perhaps two feet high, shaped like a little barrel.

"Oh!" said Tommy, "I thought there was a big lamp up here." "It is not the lamp that makes the big light," said the skipper with an air of wisdom. "It's the lens." The skipper's remark interested Tommy deeply, and he wondered how it was the glass could catch up the light and send it out an immense, fiery ball, lighting like a sun, the sailors across the harbor.

The next day in school, Miss Page hemmed several times, said she was sorry to speak about it, "but really, boys," she added, "I must. At recess time, happening to pass through the entry, I heard a boy use a profane word—I wonder who it was!"

If she had looked over to the northeast corner of the room (which she didn't) she would have seen Tommy blushing like the moon in a fog! He was the culprit!

"I hope it will never happen again. It is not gentlemanly and it is wicked. I was at the lighthouse the other day and there was a lamp in the lantern and then there was a lens to carry the light out. My words shall be the light, and can't the school be a lens to magnify what I say, each boy going out to scatter the light in his own good example? Now who will agree never to use any bad words? Who will be a lens for my light? Let me see your hands?"

They were lifted thick as pine-tops in a forest. Among the hands that went up was a plump, brown one in the corner that had several fence scratches and boat bruises on it, besides various scars as marks of affection from Muff the cat and Zip the dog. It was a hand owned by Tommy Glazebrook.

"I am going to turn over a new leaf," thought Tommy, "and be a lens." The next day he met Skipper Bill on the flats, near the town, where both had gone to dig clams for dinner.

"That a young schoolmarm here with you at the lighthouse?" asked the skipper. "Yes, sir."

"School a pretty interestin' place?" "It is as jolly as—"

"As what, boy?" "I—I—swallowed it!"

"What do you mean?" Tommy blushed.

"Out with it, boy." "It wasn't a good word," and Tommy hung his head.

"And so you wouldn't say it?" "No, sir."

"Wall, wa!" and that was all he said.

The skipper was not innocent of Tommy's previous habit, and unintentionally the boy had severely rebuked the man. "That young chap," thought the skipper, "settin' me an example like that! Only think! I—I—guess I'd better begin to swallow some of my words."

He not only began but continued this new process of swallowing. And it all happened because Miss Page made up her mind to be a light, and Tommy Glazebrook tried to see what he could do as a lens.—*Scholar's Companion*.

## COATS OF ARMS.

In olden times people of distinction had coats of arms, as they are called; and in England the nobility have them on their furniture, coaches, silver, etc. This is the way they came in use. As the poor people did not know how to read, the lords and other great men had banners made and on them various figures, such as a lion, dragon, hly, helm, were painted. Thus the soldier could keep near his leader. Then it seems that the same figure was embroidered on the outside garments, so that the common soldier would know where he met a person of superior rank. Sometimes these figures recalled some notable event in the fortunes of the family; the spider, which Robert Bruce watch mending its web in the cave while he was hiding from his enemies, was placed in the royal arms after he became King of Scotland. In order to show that they have had brave, courageous or loyal ancestors, their descendants keep up the practice of wearing coats of arms; they value them very highly. In this country there is no use for them—but not because we have not had brave ancestors.—*Scholar's Companion*.

"Sound sleep and splendid appetite." This is one among the first reports that we get from patients. Our Treatise on Compound Oxygen, containing large reports of cases and full information, sent free. Address Drs. STARKES & PALLEN, 1100 and 1111 Girard st., Philadelphia, Pa.

## VISIT TO A STATE PRISON.

BY HAROLD STANTON.

Somewhat out of the city of Trenton, in a southern suburb, one sees the great, grim, gray walls that surround the State prison for New Jersey. They are thick and high, and enclose an immense square, within which is the prison itself.

From the front door, the visitor is ushered through a broad and pillared hall into the "Centre." This is a large octagonal saloon, so called because it is the centre of all communication between the various parts of the prison. From it passages lead to the cells and the workshops. Passing through one of these door-ways, and descending a few steps you are in the large brick paved room, down the middle of which the prisoners' cells are arranged in rows, two deep and one above another. The upper tiers are reached by stairs. Long tables stand in the centre of these corridors, with benches numbered according to the cells where the prisoners sit at meals. The food is prepared in the kitchen, and is brought in upon little cars, and a certain quantity placed before each prisoner. At a signal the men come in from the workshops in squads, walking close together, each with his hand upon the shoulder of the one in front of him. If a hand is taken off, it is at peril of being instantly shot, so necessary it is to have perfect obedience. As they pass, the keepers, all armed with revolvers, watch them intently.

The number of men in the squad leaving the workshop is told by the foreman to the keeper, who compares it with the number after they get in their cells. If, after they are seated at their meals, a bench is empty the corresponding number of the cell is looked at immediately. If any are sick they are examined, and if needful put in the hospital.

In the workshops each man does a certain kind of work, as polishing the heels of shoes, braiding the leather strips for the cattle whips, etc. None are taught the entire trade upon which they work. The industries of the prison are the making of shoes, whips, shirts, collars, cuffs, paper boxes, button-holes, gossamer waterproofs, and laundrying. The women prisoners do all the sewing for the place. There is a library of good books free to the use of all, and if any wish to write, materials are provided. More than one book has been written in the New Jersey prison.

Nearly every one uses the privilege of decorating his or her cell according to fancy. Those who work in the shirt factory tray bits of muslin, and often make their small apartments very pretty. Many tie the edges of their white bed coverlet into artistic fringes. One makes some baskets and flowers by working over and coloring bread; another made a pretty little bureau of cigar boxes; there is no end to the variety of curious and useful things made of bore and horn.

It is a terrible life to lead shut within these walls; it is a relief to be allowed to work; the prisoners crave occupation. There they are day after day shut out from the blessed light and air; and learning the lesson that human laws must be obeyed.—*Scholar's Companion*.

## THE WAY TO SUCCESS.

A boy looks at a rich man, a great writer, a wonderful inventor, or a very learned scholar, and wonders how it all came about. He knows that at some time each was a child that grew to be a boy, that grew on to be a man. Perhaps he thinks he would like to ask each one how he became so successful in his chosen pursuit. If he should, each would say, "I gave my entire time and thought to this thing; and if you do the same you will succeed, and in no other way. This may seem hard, but that is the way it is done. Agassiz used to say that he wished the day would never come to an end. He worked for sixteen or eighteen hours a day. When asked to lecture for money he replied: 'I have no time to make money.' He meant he must stick to the work he had chosen. It is true Agassiz was a genius, but if he had not consecrated his genius to his work he never would have triumphed. Lord Macaulay labored with constant and enthusiastic toil on his great history. Thackeray said of him: 'He reads twenty books to write a sentence; he travels a hundred miles to make a line of description.' His marvelous pages are the result of patient investigation and careful writing. The Central Pacific Railroad, was built by five merchants of Sacramento, who devoted their fortunes and influence to its construction. The difficulties seemed insurmountable. The stock sold slowly. Every rail laid, every spike driven, had to be brought thousands of miles around Cape Horn. In crossing the American Desert water for the use of the laborers was brought the distance of forty miles. Labor was scarce and ten thousand Chinamen were brought across the Pacific. Boys, consecrate yourselves to your tasks and you will succeed. The Bible says, 'Seekest thou a man diligent in his business; he shall stand before kings; he shall not stand before mean men.'—*Scholar's Companion*.

## HORSFORD'S ACID PHOSPHATE FOR OVERWORK.

Dr. G. W. Collins, Tipton, Ind., says: "I used it in nervous debility brought on by overwork in warm weather, with good results."



## BOOK DEPARTMENT.

## NEW BOOKS.

OXFORD'S JUNIOR SPEAKER. By William Oxford. Philadelphia: E. H. Butler & Co. Price, 75 cents.

This is a valuable little book, because the pieces are selected and prepared with unusual care. The author has composed many pieces for the volume. He seems to comprehend better than most who undertake such a work the magnitude of the task. Boys have usually been put off with the speeches of Clay, Webster, Pitt or Burke. It has been forgotten, apparently, that the great writers were far above the range of the thought pursued by the ordinary school-boy. Nevertheless, this has been the practice. This volume is constructed on another basis. We find in it the subjects of debt, forgetting injuries, cowardice, &c. Short dialogues are given on common themes, and all within the comprehension of boys and girls in our common schools. It is a capital volume for its purposes.

THE AMERICAN PHONOGRAPHIC DICTIONARY. By Elias Longley. Cincinnati: Robert Clarke & Co. \$2.50.

In the compilation and phonographic preparation of this work, the author has spent three years of study and labor. Heretofore American phonographers have had no authority to which they could turn and see at a glance how words of doubtful construction should be written, in accordance with principles, and as the result of experiment and long continued practice by those who have made a systematic study of the art. The use of this Dictionary, it is hoped, will in some measure tend to bring about uniformity in the writing of phonographers generally. As it now is, for the want of a standard authority conveniently gotten up for consultation, scarcely any two reporters, though using the style of the same author, can read each other's notes; and the consequence is, each one has to transcribe his own report, or waste much valuable time in reading it to others for transcription.

AN INTRODUCTION TO THE STUDY OF ORGANIC CHEMISTRY. By Adolph Pinner, Professor of Chemistry in the University of Berlin; translated, by Peter J. Austin, Prof. of Chemistry in Rutgers College. New York: John Wiley & Sons. Price \$2.50.

This is one of those admirable volumes that this firm issue from time to time and thus place students under deep obligations. They choose valuable books with little reference to their immediate and rapid sale, knowing that in this country there will be found some who want the very help they contain. This book fills a want that has been expressed by college students for a compact and clear manual on organic chemistry. There are dictionaries and encyclopedias, but nothing that is not too small or too large. This volume is one that has been quite popular in Germany; Prof. Pinner is well-known as an able lecturer in the Berlin University; and the translator has preserved the easy and clear style of the eminent author.

The method is to present the subjects of Analysis, Atomic Relation, Molecular Formula, Substitution, Isomerism, the Hydro carbons, Saturated and unsaturated Compounds, and then on to the Methyls, etc., etc. The volume is clearly written and by means of the formula, the constitution of the various bodies described is understood.

"A METHOD IN GEOGRAPHY" is a little volume of some sixty pages published by the St. Louis School Book Co. for the use of teachers and teachers' institutes. It is prepared with outlines for class-work adapted to any series of geographies, presenting a natural and practical method for use in the public schools. It is divided into three parts, corresponding to the primary, intermediate and grammar grades. Part I. is well adapted to beginners and is to be taught orally. The instructions are to begin with teaching the *points of the compass*, and from that to develop the ideas of direction, distance, etc. Excellent, brief hints are given upon how to teach local geography, broadening to states, the United States, etc. Part II. covers the same

ground more definitely, and Part III. presents all that may reasonably be taught in grammar grades. The method is well defined; the directions are clear and concise. The great points of what to teach, and how, are given, leaving it to the teacher's originality and the pupils' needs, what text-books shall be consulted and followed. It allows the teacher great liberty; at the same time, giving an outline of "system" which, followed up, cannot fail to produce excellent results.

THE ROYAL ANTHEM BOOK. By Mrs. Clara H. Scott. Cincinnati: F. W. Helmick. \$1.00.

Some ten years ago a song by Mrs. Scott fell into my hands and I was struck by its freedom and strength. Since then I have lost sight of her and now she comes forward with a book. It looks inviting and I open it. "Let the words of my Mouth" is the first anthem; this is a good and glorious piece of music. It is followed by others. Besides her own writings Drs. Palmer, Root, Perkins, and Profs. Emerson, Sherwin, Ryder, Case, McGranahan, Magown and others have contributed new music so that altogether it is a valuable volume. For churches and singing societies it will be found specially adopted. A. M. K.

AUNTIE EM'S SONGS FOR CHILDREN. By Mrs. H. D. Boyden, Sr. Chicago: 874 North Halsted Street.

These songs have simple, practical and original music; the words are very pleasing. There are little sketches. "Auntie Em" shows her good wishes for the children; we trust they will thank her by singing her songs.

JAMES FENIMORE COOPER. By Thomas R. Lounsbury. Boston: Houghton, Mifflin & Co. Price \$1.50.

In consequence of Cooper's dying request that his family should allow no authorized account of his life to be prepared, this latest contribution to Charles Dudley Warner's series of "American Men of Letters" is the first authentic biography of the famous novelist that has ever appeared.

Cooper was thirty years old when he began his first literary work. It was after reading a novel of English life aloud, that he half seriously remarked that he could write a better one upon the same subject himself. And, undertaking it, succeeded so well that his friends induced him to publish it. Although "Precaution" was not a great success, its author was encouraged to make another attempt. This time, choosing more familiar scenes and subjects, he shortly after found himself famous as the author of "The Spy." This decided his career, and thereafter his life was a literary one. His tales and other books alone amount to more than one hundred volumes; his letters, magazine articles, etc., are numberless. Success crowned success, while his application was so close that one piece of work was scarcely finished before another was begun. These and many other interesting facts of the great novelist's life Professor Lounsbury tells us, in a very skillful way. From the biographer's pages the individuality of a great, strong nature; the beliefs, opinions and influence of James Fenimore Cooper stand out in bold relief. His language is fine; he deals affectionately and justly with his subject, expressing his sentiments concisely and well. But the book is even more interesting and valuable to us for its able criticism upon Cooper as a writer, and of his writings. The analysis of his literary capacity is keen, just and accurate in every instance. We are brought face to face with his characters and become intimately acquainted with his style, in a way that cannot fail to be of the greatest interest and profit to all readers. If the American novelist's countrymen have waited long for the story of his life and work, it has not

been to be disappointed at last. This book is one that will take a prominent place in a prominent series.

THE HAND-BOOK OF TAKIGRAFY. By David Philip Lindsley. New York: Published by the author. Price \$1.25.

This is a new volume by one of the missionaries of short-hand. Mr. Lindsley has labored indefatigably to disseminate a knowledge of an easy and philosophical short-hand; his reward has not been very great for the reason that he has had no money to invest and has not sought to make money. Nevertheless, Takigrafy has flourished, for it is a good thing; we have recommended it and do so again. There are other systems, but for the multitude it is the best; it can be used with speed and it is simple. This book is nicely printed and is a complete manual for any one who wants to know the art of writing short-hand.

## MAGAZINES.

The February *Wide Awake* is brilliant in illustrations and amusing, interesting and instructive in reading matter. Among the most noteworthy features are the second part of Amanda B. Harris' "A Winter Garden," which is abundantly illustrated; the opening chapters of a comedy, by Charles R. Talbot and "Our Business Boys," by Rev. F. E. Clark, which is a chapter upon the secrets of success, containing the gist of letters written him on the subject by eighty-three business men. The poems of this number are especially good.

The *St. Nicholas* opens for February with a fine frontispiece illustrating "The Story of the Field of the Cloth of Gold," a beautiful, quaintly told story of the sixteenth century. The poems and stories upon Valentine's Day are a great attraction this month. The eleventh paper of Clara Erskine Clement's "Stories of Art and Artists" is upon the Flemish Artists, and contains three beautiful pictures taken from Rubens. "Puck's Pranks," by Mary Cowden Clarke is a very pretty juvenile drama in one act, which will be gladly welcomed by many a little school or home dramatic company.

Under the title of "Kentucky's Birthplace," *The Continent* for Feb. 7, publishes a paper of great interest to all, from the pen of Henry Cleveland Wood. The article is embellished by a large number of illustrations of scenes of historic interest.

*The Pansy*, edited by Mrs. G. R. Alden, ("Pansy") has a charming number for January. The illustrations are good and pleasing; the stories and little poems are excellent, not to speak of the valuable articles on *things* written with the greatest care and just suitable to its young class of readers.

## NOTES.

The third volume in the notable series of Philosophical Classics published by S. C. Griggs & Co., of Chicago, is expected in about two months. It will be by Dr. Robert Adamson of Victoria University, England. Each volume of the series is devoted to the critical exposition of some one masterpiece belonging to the history of German philosophy. We understand that Yale College, among other institutions, has recognized the value of these books by adopting the first volume, Dr. Morris's Critical Exposition of Kant's Critique of Pure Reason.

A Primer for Eclectic Short Hand, by Prof. J. Geo. Cross, which is to contain a few lessons introductory to his larger work, now in its fifth edition, is announced by S. C. Griggs & Co., of Chicago, for early publication. The demand for short-hand writers in business houses is so rapidly increasing, that masters of this art have a power in their hands of the greatest value in furthering their success in life.

## Brain and Nerve Food. VITALIZED PHOS-PHITES.

It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the only PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quiet, rest and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body. Composed of the vital or nerve-giving principles of the Ox Brain and Wheat Germ. Physicians have prescribed 500,000 packages. For sale by Druggists or by mail, \$1.00.

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## Publisher's Department.

In this issue we present to our readers the annual statement of the Mutual Life Insurance Co. of N. Y. With pride we say that we regard it not only as the greatest, but most honorably and economically conducted of any Life Insurance Company, and that it well deserves its great success. Teachers need the provision it makes for the wives and children, or relatives. Write them.

Iverson, Blakeman, Taylor & Co., the well known firm of school-book publishers, are now making a special announcement of some very fine text-books upon botany and geology, written by those eminent specialists Profs. Gray, of Harvard College and Dana, of Yale. Prof. Gray's books are well gotten up in regard to illustration and press work. The six books now ready embrace nearly every need in Botany, and any one wishing to begin the study or to increase the knowledge already acquired can not do better than to procure "How Plants Behave," "How They Grow," etc. In Prof. Dana's, "Geological Story Briefly Told" the beginner, or amateur student will find abundant help, and the information so interesting, that the taking up of the "Text-book" and "Manual" will be a most natural consequence. The firm has generously provided that these books shall be sold at specially low rates for introduction into schools, seminaries, etc.

Cowperthwait & Co., are meeting with a large sale in their education publications, which is not at all surprising considering the great amount of practical ability there represented. They have not only the publication of the famous text-books of Monroe upon reading, spelling, elocution and voice culture, but Appleton's Chemistry and Analysis, Warren's Geographies, Goodrich's Child's United States History, Royce's Literature. Among their most recent announcements is a valuable little book of "How to Talk and How to Write," and Parker's Arithmetical Charts.

Messrs. Lippincott & Co., of Philadelphia, have made special announcement this season of their popular series of readers. These carry out the true theory of teaching reading in combining the greatest possible interest with appropriate instruction. In every way these books are up to the times in the construction plan, and excellent in the small details of practically carrying out sound educational ideas. Teachers will do very well to examine into their merits.

A most valuable book of reference, and a standard authority in the correct use of the English language is the new Grammar of English Grammars, with a historical and critical introduction, by Gould Brown. The book is at present in its tenth edition, revised and improved. It is enlarged above the former editions by the addition of a copious index of matter, by Samuel U. Berrian, A.M. The book has called forth most flattering notices from the press; among others that of the *Massachusetts Teacher*, which says: "No progressive teacher can afford to be without it." The publishers are Wm. Wood & Co., of Lafayette place, New York city.

Through the American and Foreign Teachers' Agency, conducted by Miss M. J. Young, competent teachers may be supplied with reliable positions in colleges, schools and families; and families and institutions, may, through her, secure first class professors, principals, assistants, tutors, governesses, etc., for every department of instruction. Miss Young is a lady of integrity, and long experience in this branch of business. She is well known in New York and vicinity and her Teachers' Agency is everywhere regarded as an excellent and thoroughly reliable means of supplying positions or obtaining teachers. By application to her parents often find schools better suited to their children's need than it would be possible to in any other way.

Pure chemicals and chemical apparatus may be found at the house of Eimer & Amend, importers and manufacturers of all goods in this line. They advertise to supply chemists, colleges, schools and laboratories, with the best materials at the lowest prices. Any who are not already acquainted with the goods supplied by Messrs. Eimer & Amend, will do well to call upon them or write to them at the earliest opportunity. They are also the manufacturers of Bunsen's burners and combustion furnaces, well known as valuable acquisitions to the chemist's laboratory.

An excellent new single desk and folding seat is the "Triumph," for sale by Baker, Pratt & Co. It is made of handsome, seasoned wood, with well cast iron work, making altogether a very attractive looking and useful piece of school furniture. This firm also has a full supply of globes, orreries, telluriums, maps, charts, blackboards, etc., with all the latest and approved inventions in school apparatus for every grade of school. Our readers would do well to send for their illustrated catalogue of everything pertaining to school furniture, which is mailed for twenty-five cents.

Our readers may observe the advertisement in another column of the distinguished elocutionist, Mrs. Harriet Webb. This lady is a teacher of long experience in the advanced school of elocution and dramatic art. She has the highest references as a lady competent to train the voice for reading and elocution as well as one able to coach amateur actors and to explain and read plays to quicken the student's understanding. Mrs. Webb also makes engagements for public or parlor readings.

N. Tibbals & Sons of this city are now announcing a clearance sale of Sunday-school and standard books, which have been left over from the holidays. This is an unusual opportunity for buying good books at a very low price, and we recommend our readers to send for their catalogue, which will be mailed free to any address. Send postal card to N. Tibbals & Sons, 134 Nassau street, N. Y.

The firm of Van Winkle & Weedon, 90 Chambers street, N. Y., can supply you with a full line of standard works, school-text books or miscellaneous volumes, in exchange for any school or college text-books you may wish to dispose of. This is an excellent opportunity to form or replenish a library. If our readers wish to send them a list of the books with which they wish to part, mention dates, conditions, etc., and they will answer, submitting an offer which you may be most happy to accept.

A visit to the Silicate Slate Co. will well repay any one in need of blackboards. Their stock is unusually fine and cannot be surpassed by any in the city. They are well supplied with all varieties of blackboards and have conveniently put up preparations expressly for those who wish to make blackboard surfaces for themselves. This company also manufactures an excellent quality of book slates that have a fine dark surface that takes the pencil mark well and does not warp. Prompt attention is always given to communications by mail or to any one calling at the factory, 191 Fulton street, New York.

Who, when the silent wrinkle steals On brow and cheek, its ravage leads, And e'en the freckle's stain conceals? Who but Goudard.

\*If you are a woman and want both health and beauty, remember that all superficial efforts to increase your personal charms are vain. Freshness and beauty accompany health and to secure this Mrs. Lydia E. Pinkham's remedies for all female weaknesses offer the surest means of renovation. The highest intelligence loses its luster when it must find expression through a bilious complexion. Good for either sex.

**PARKER'S HAIR BALSAM**

A beneficial dressing preferred to similar articles because of its purity and rich perfume. It restores to Gray Hair the Youthful Color & prevents dandruff and falling of the hair.

80c. & \$1.00 per bottle, N.Y.

**FLORESTON COLOGNE**

Exalts the finest flower extracts in richness, delicate, very lasting. No odor like it. Be sure you get FLORESTON Cologne, signature of Haez & Co., N. Y., on every label. 25 and 75 cts., at druggists and dealers in perfumes.

**GOOD NEWS TO LADIES!**

Get out Clubs for our CELEBRATED TEAS, and secure a beautiful "Moss Rose or Gold Leaf Tea Set" (44 pieces), our own importation. One of these beautiful Tea Sets given away to the party sending a Club for \$2.00. Beware of the cheap "TEAS" that are being advertised—they are dangerous and detrimental to health—slow poisons. Deal only with reliable stores and with first hands if possible. No handling.

The Great American Tea Co., Importers, 25 & 27 Vesey St., New York.

## STATEMENT

## THE MUTUAL LIFE INSURANCE COMPANY OF NEW YORK.

F. S. WINSTON, President.

For the year ending December 31st, 1889.

ASSETS

\$97,961,317.73.

Annuity Account.

	No.	AMT. PAY'BLE.		No.	AMT. PAY'BLE.
Annuities in force, Jan. 1st, 1889.	38	\$21,139 81	Annuities in force, Jan. 1st, 1889.	33	\$10,300 91
Premium Annuities.....		4,338 50	Premium Annuities.....		3,718 44
Annuities Issued.....	2	480 68	Annuities Terminated.....	5	3,045 34
	60	\$25,958 69		60	\$25,958 69

Insurance Account.

	No.	AMOUNT.		No.	AMOUNT.
Policies in force, Jan. 1st, 1889.	101,400	\$315,900.137	Policies in force, Jan. 1st, 1889.	106,314	\$339,554.174
Risks Assumed.....	11,476	37,234.455	Risks Terminated.....	6,692	23,580.491
	112,906	\$353,134.595		112,906	\$353,134.595

Dr. Revenue Account.

Cr.

To Balance from last account.....	\$80,618,413.57	By paid Death Claims.....	\$4,743,153.40
" Premiums received.....	12,845,595.56	" " Matured Endowments.....	1,588,759.80
" Interest and Rents.....	5,078,705.79	Total claims.....	\$6,331,913.20
		" " Annuities.....	24,046.55
		" " Dividends.....	3,139,380.83
		" " Surrendered Policies and Additions.....	3,653,554.66
		Total paid Policy-holders.....	\$12,845,595.24
		" " Commissions (payment of current and extinguishment of future).....	\$42,323.91
		" " Contingent Guarantee Acc't.....	99,703.77
		" " Taxes and Assessments.....	243,090.06
		" " Expenses.....	707,865.56
		" " Balance to New Account.....	92,782,060.68
	\$107,542,772.62		\$107,542,772.62

Dr. Balance Sheet.

Cr.

To Reserve at four per cent.....	\$22,460,059.00	By Bonds Secured by Mortgages on Real Estate.....	\$47,350,317.82
" Claims by death not yet due.....	850,130.00	" United States and other Bonds.....	20,618,635.00
" Premiums paid in advance.....	19,795.55	" Loans on Collaterals.....	17,099,950.00
" Agents' Balances.....	10,928.31	" Real Estate.....	7,851,516.39
" Surplus and Contingent Guarantee Fund.....	4,611,414.86	" Cash in Banks and Trust Companies at interest.....	2,720,386.87
		" Interest accrued.....	1,230,731.61
		" Premiums deferred, quarterly and semi-annual.....	959,942.61
		" Premiums in transit, principally for December.....	115,557.40
	\$97,961,317.73		\$97,961,317.73

NOTE.—If the New York Standard of four and a half per cent Interest be used, the Surplus is over \$12,000,000. From the Surplus, as appears in the Balance Sheet, a dividend will be apportioned to each participating Policy which shall be in force at its anniversary in 1893.

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